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ABSTRACT

This study reports data collected during a state-wide investigation into the current and future junior college needs of the people of Oklahoma. Factors investigated include current and future population, student enrollment, and economic patterns; manpower distribution and needs; existing and required educational services; financing; and existing interfaces among 2-year colleges themselves and with other state-wide institutions of higher education. The following conclusions and recommendations were typical. First, gearing the system more to the needs of the state, making post-high school attendance opportunities available to all, and meeting the increasing need for semi-professional and technical training were recommended. To do this, it was conceded that the old notion of a school in one physically located campus could be, under certain circumstances, replaced by a "teaching service area"--where course offerings were adaptable to the needs of the community and that required few permanent facilities. In addition, it was recommended that duplication in recruiting and program offerings should be reduced, as should current inequities in financing methods and present inefficiencies in coordination among the various institutions of higher education. (JO)

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JUNIOR COLLEGE EDUCATION IN OKLAHOMA

A Report of a State-Wide Study

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Oklahoma State Regents for Higher Education
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FOREWORD

During 1969, several special requests relating to junior college education were presented to the Oklahoma State Regents for Higher Education. There were applications for studies under provisions of Senate Bill No. 2 of the 1967 Oklahoma Legislature, to determine the feasibility of establishing community junior colleges in the cities of Ardmore, Henryetta, Woodward and the Capitol Hill area of Oklahoma City. Another request expressed in House Concurrent Resolution No. 1003 and subsequently in Senate Bill No. 104, was for the State Regents to study the feasibility of converting Altus Junior College, a municipal junior college, to a fully state-supported two-year institution.

Also, the 1969 Oklahoma Legislature passed Senate Concurrent Resolution No. 36 which requested the State Regents to study the feasibility of converting El Reno Junior College, Poteau Community College, Sayre Junior College, Seminole Junior College and all other community and municipal junior colleges into state junior colleges. Finally, the 1969 Legislature passed a resolution creating a committee to study the functions and operations of Oklahoma Military Academy and the committee report was transmitted to the State Regents near the close of the legislative session.

On April 22, 1969, the Oklahoma State Regents for Higher Education, responding to the several actions of the 1969 Oklahoma Legislature referred to above, and taking note of the general situation in Oklahoma with regard to junior college development, authorized a comprehensive study of junior college needs within the state. Toward that end, the Chancellor was requested to prepare guidelines and a plan for the junior college study, utilizing the services of competent junior college consultants from outside the state. This report, together with the companion study "The Role and Scope of Oklahoma Higher Education," will comprise the building blocks out of which the State Regents will construct a statewide "master plan" for the development of Oklahoma higher education during the decade of the 1970's.

Many individuals and groups were involved in the process culminating in this publication. The research staff spent hundreds of hours in the compilation and verification of data contained in the tables and illustrations, as well as in drafting the manuscript. The State Regents took time off from their busy schedules on several occasions to study and discuss the research material and to meet with consultants to draw rational implications for public policy development. Others involved at various stages of the study were legislators, the Governor, industrial leaders in Oklahoma, and higher education advisers from Oklahoma and outside the state.

Special recognition and appreciation is extended to the co-directors of the study, Dr. S. V. Martorana, Vice-Chancellor for Two-Year Colleges, State University of New York System and Dr. James L. Wattenbarger, Director, Institute of Higher Education, University of Florida.

E. T. Dunlap
Chancellor

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CHAPTER I

BACKGROUND OF THE STUDY

There is a growing realization that higher education must and will become a dynamic force for the over-all improvement of society. If we look upon youth as the promise of the future — if we believe that only the educated are free in a democratic society, if we are determined that our free society shall endure and in turn assist other peoples in their drive for freedom and economic development, then our system of higher education will have to be extended in a form and substance which will assure the realization of these ideals.

There is evidence that appropriate changes are already under way. The growth of systems of state colleges; the rapidly increasing enrollments in higher education, both nationally and in Oklahoma; the diversification of offerings in universities and colleges and the creation of community colleges and technical institutes in population centers are all significant indications that higher education opportunities are being extended to an increasingly greater number of people.

Yet the changes which are occuring in the economic and social patterns of our society, produced primarily by the development and application of technical knowledge during the last two decades, demand that opportunity for higher education be made available to an even greater number of citizens. These changes also require that educational leaders be constantly aware of their implication for adjustment of educational programs and methods to meet the needs of the clientele whom they serve.

Social scientists now say that a young man preparing for the world of work must expect to be retrained as many as three times during his years of gainful employment. This means that the best job prospects will be available to the person who has the opportunity for and who takes advantage of training and re-training programs commensurate with his needs and interests. It also means that if Oklahoma is to be successful in its current efforts to attract new industry to the state and to support the expansion and growth of existing industry, it will need to give renewed attention to strengthening educational opportunities for its citizens. Particularly, it must broaden educational opportunities in vocational and technical fields in order to train the skilled manpower needed.

In recognition of this need the 1969 Oklahoma Legislature enacted several measures designed to facilitate the development of junior colleges in Oklahoma. House Concurrent Resolution No. 1003, passed early in the session, called upon the Oklahoma State Regents for Higher Education to give study to methods of establishing a state junior college in southwest Oklahoma, possibly using Altus Junior College as the nucleus around which a new state institution might be constructed. Later in the session, Senate Bill No. 104 urged the State Regents to hasten the completion of the study authorized in House Concurrent Resolution 1003, and, upon a finding of need and feasibility, authorized the Regents to establish a two-year junior college in Altus to serve Jackson, Tillman, Kiowa, Greer and Harmon counties and surrounding area, provided that provision be made locally for a suitable site for the college.

Another measure passed by the Legislature with importance for junior college development was Senate Concurrent Resolution No. 36, requesting the Oklahoma State Regents for Higher Education to give study to methods of establishing state junior colleges at El Reno, Poteau, Sayre, Seminole, and at other places where community and municipal colleges currently exist, including the possible acquisition and conversion of the existing community junior colleges into state-supported institutions.

Still another action of the 1969 Oklahoma Legislature with importance for junior college development in Oklahoma was the passing of House Bill No. 1156, which amended Senate Bill No. 2 of the 1967 Oklahoma Legislature. Whereas Senate Bill No. 2 had provided that only the governing board or boards of one or more cities, counties, towns and/or school districts having territory in a proposed community junior college district could apply to the State Regents for the establishment of a community junior college, House Bill No. 1156

amended that legislation to provide " . . . that a community junior college may be established in a community consisting of a geographical area whose boundaries are not coextensive with those of one or more cities, counties, towns and/or school districts, if the population of such area is not less than seventy-five thousand (75,000) and the net assessed valuation in such area is not less than Seventy-five Million Dollars ($75,000,000.00) to be determined by the State Regents, and an application therefor is made by petition signed by not less than five percent (5%) of the legal voters residing in such area."

The effect of House Bill No. 1156 was to make it possible for the Capitol Hill area of Oklahoma City to make application for the establishment of a community junior college, which application is currently in process. Previously, three other community junior college districts had been proposed under Senate Bill No. 2, one in Woodward, another in Ardmore, and a third in the Henryetta area. Those latter applications are still pending.

On April 22, 1969, the Oklahoma State Regents for Higher Education responding to the several actions of the 1969 Oklahoma Legislature cited above, and taking note of the general situation in Oklahoma with regard to junior college development, authorized a comprehensive study of junior college needs within the state. Toward that end, the Chancellor was directed to prepare guidelines and a plan for junior college development, utilizing the services of competent junior college consultants from outside the state.

Subsequent to their decision to initiate a comprehensive study of junior college needs in Oklahoma, the State Regents were confronted with an additional problem, that of reviewing the functions and standards of admission at Oklahoma Military Academy, which functions and standards have increasingly been called into question in recent years. The 1969 Legislature passed a resolution creating a committee to study the functions and operations of the Oklahoma Military Academy, and that committee devoted considerable study to the problem. A report of its findings was transmitted to the State Regents and to the institutional governing board toward the close of the 1969 session. Concurrently, a special State Regents' subcommittee was also studying the problem, and a report of that committee's findings was presented to the full membership of the State Regents at their May 14, 1969, meeting. In adopting its subcommittee's report on May 14, the State Regents voted to devote further study to the functions and standards of admission at Oklahoma Military Academy as a part of the comprehensive study of junior college needs in Oklahoma previously authorized at their April 22 meeting.

It is hoped that this study of junior college needs in Oklahoma will result in the development of a rational plan for the best possible utilization of facilities and resources currently available in Oklahoma.

The development of a program of post high school education is of increasing importance to the people of Oklahoma. In order to be able to offer the greatest opportunity at the lowest cost both to the state and to the individual, careful planning must take place. This study will be a basis for that planning.

Purposes of the Study

The following are the purposes of the State Regents study of junior college education in Oklahoma.

General Purposes

1. To identify the needs of the people of Oklahoma for junior college education now and for the next decade.

2. To make an inventory and analysis of junior college resources currently available in Oklahoma at this level.

3. To study the structural and organizational relationships of junior colleges to high schools, area vocational schools and four-year colleges as they apply to available resources.

4. To develop a Master Plan for the provision of comprehensive junior college education.

Specific Purposes

1. To determine the feasibility of converting the present community junior college located at Altus to a fully state supported insti-

tutional member of the Oklahoma State System of Higher Education.

2. To study the feasibility of establishing state junior colleges at El Reno, Poteau, Sayre and Seminole and at other places where community and municipal junior colleges currently exist.

3. To ascertain the extent of need for comprehensive junior college educational opportunity in the Greater Oklahoma City Metropolitan Area.

4. To determine whether the functions and standards of admission at Oklahoma Military Academy should be those of a comprehensive two-year college, those of a coeducational four-year college; or whether the institution should operate as an integral part of the Tulsa area junior college system.

5. To determine the feasibility of establishing junior colleges in those communities with applications currently pending with the Oklahoma State Regents for Higher Education pursuant to Senate Bill No. 2, Session Laws 1967.

Scope and Procedures

In conducting this study of junior college education in Oklahoma, the State Regents arranged for two nationally known authorities in junior college planning to serve as co-directors and consultants. They are Dr. S. V. Martorana, Vice-Chancellor for Two-Year Colleges, State University of New York and Dr. James Wattenbarger, Director, Institute of Higher Education, University of Florida.

During the course of the study, the consultants visited all the state junior colleges, the community colleges and the areas from which applications were currently pending for the establishment of community colleges. Also the Junior College Advisory Committee was invited to meet with the consultants to discuss problems related to and procedures for the improvement of junior college education in Oklahoma. This group included Dr. Bruce Carter, President, Northeastern Oklahoma Agricultural and Mechanical College; Dr. Peter Green, President, St. Gregory's College; Dr. Art Harrison, Dean, El Reno Junior College; Dr. Jacob Johnson, Executive Officer, Oscar Rose Junior College; and Dr. Edwin Vineyard, President, Northern Oklahoma Junior College.

Subsequently, it was determined that it was necessary to divide the state geographically into manageable units in order to study existing and future needs for junior college education. After considering several methods of sub-division, the decision was made to divide the state geographically into eleven districts co-extensive with the eleven "Manpower in Oklahoma" regions established by the Oklahoma Employment Security Commission in their studies of manpower in Oklahoma (Figure 1). This was done because of the geographic relationship of the counties within each region, the availability of data relating to manpower production and needs in the region, currently and projected and the necessity to insure that the educational needs of all areas of the state received consideration.

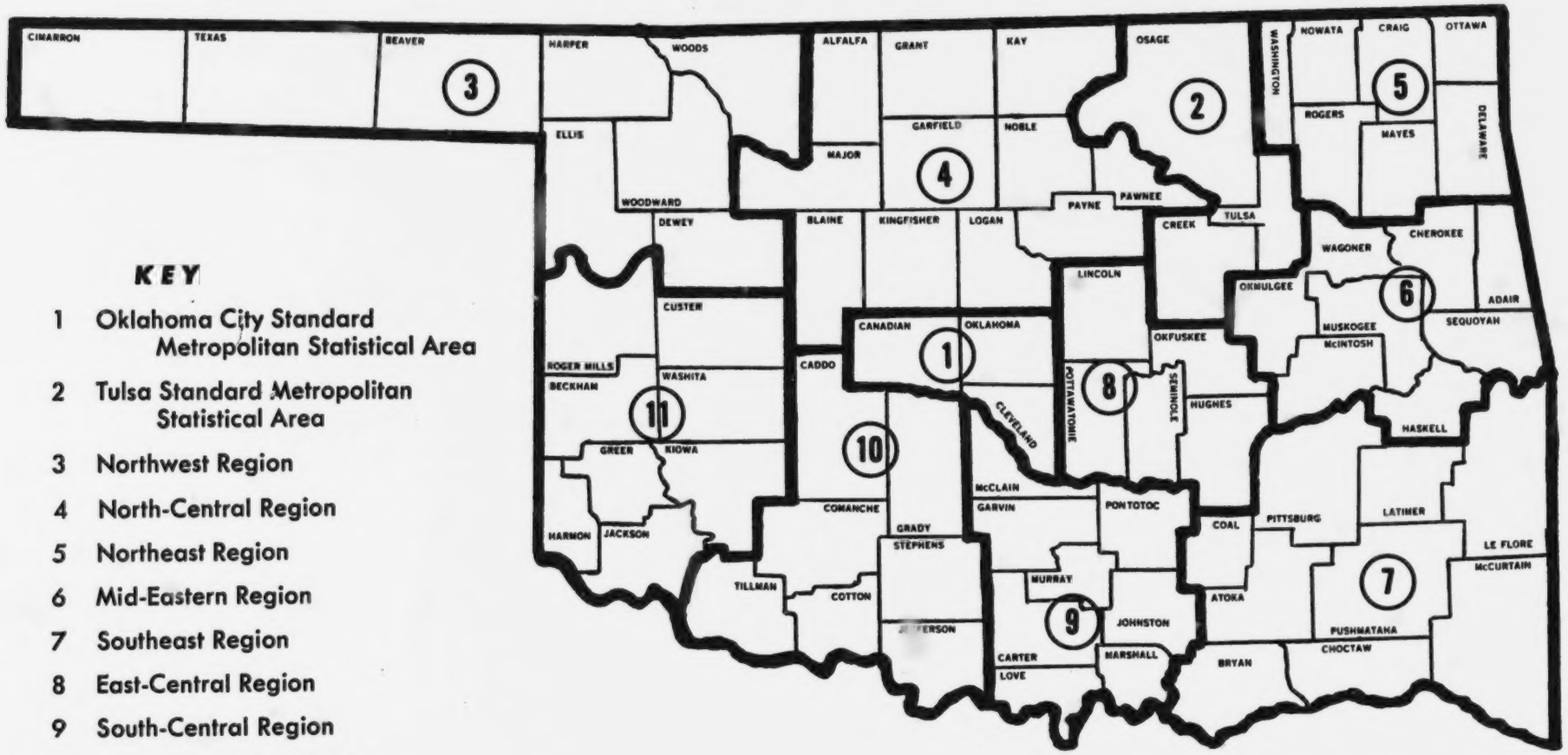
It should be emphasized that the conclusions and recommendations included in this study reflect the judgment of a great many individuals engaged in higher education both in Oklahoma and at the national level. The implications for the future of junior college education in Oklahoma pointed out herein are thus the concensus of many persons rather than the judgment of any single individual.

Limitations

One of the several purposes of the study of junior college education needs was to try to project the number, kind and level of educational programs which Oklahoma institutions would need to offer in future years. This proved to be a very difficult task since it involved two variables quite difficult to predict. (1) The possible student demand for such programs and (2) the projected societal need for trained personnel in the several occupations and professions for the years ahead. Although the first of these two variables could be projected with some degree of accuracy, the second was more difficult to predict with the tools at the disposal of the researchers. Studies were available projecting occupational needs only to 1972 and the rate of state industrial growth beyond that date can only be assumed.

FIGURE 1

THE ELEVEN "MANPOWER IN OKLAHOMA" REGIONS



KEY

1 Oklahoma City Standard Metropolitan Statistical Area

2 Tulsa Standard Metropolitan Statistical Area

3 Northwest Region

4 North-Central Region

5 Northeast Region

6 Mid-Eastern Region

7 Southeast Region

8 East-Central Region

9 South-Central Region

10 Southwest-Central Region

11 Southwest Region

Also, while population projections are available for Oklahoma to 1985, they are not, for the counties or areas within the state. Neither are there definitive population projections by age groups after 1967. Consequently, it has been necessary to rely on population trends prior to 1960 as reported by the U. S. Census together with trends indicated by population estimates for the period 1960-1968.

Further, there is little data available relative to student retention rates in existing colleges or regarding the percentage of post-secondary education needs which will be served in the future by proprietary schools and existing and proposed area vocational-technical schools.

CHAPTER II

POPULATION AND ECONOMIC TRENDS

Population Distribution and Trends

Oklahoma's population changes during the 58-year period between 1910 and 1968 are characterized by three rather distinct phases. The first, from 1910 to 1930 is one of growth; the second from 1930 to 1945 is one of decline and the third, since 1945, is one of gradual population increase. During the decade 1910-1920, the state's population increased approximately 22 percent from 1,657,155 to 2,038,283. From 1920 to 1930, the increase was 18 percent, from 2,038,283 to 2,396,040.

General population declines resulted during the next two decades, with the percentage losses being 2.5 between 1930-40 and 4.4 in 1940-50. The annual decreases in population did not end until about 1945 when Oklahoma had an estimated population of 2,028,000 on July 1 of that year. Between 1945 and 1950, the state had small annual increases and the decade ended with 2,233,351 residents in 1950. By 1960, the U. S. Census enumeration showed the statewide population rose to 2,328,284, up 4.4 percent for the ten year period.

During this same decade, 1950-1960, a substantial geographical redistribution of the population occurred with 13 counties gaining and 64 losing residents. Oklahoma and Tulsa counties had the largest net migration gains, each having over 42,000 net migrants.[1] An indication that this represented a population movement from rural to urban areas of the state was pointed out by the U. S. Census of 1960 which classified approximately 63 per cent of the population as urban whereas the 1950 Census classification was 51 per cent and that of 1940, 37.6 per cent.

[1] Poole, Richard W. and Tarver, James D., *Oklahoma Population Trends,* Oklahoma State University.

According to population estimates of the Research and Planning Division, Oklahoma Employment Security Commission, the number of Oklahoma inhabitants reached 2,525,000 in July, 1968. This represented an increase of 196,716 or 8.4 per cent, since the 1960 Census enumeration. During the same period the United States growth rate was 11.5 per cent. Most of this population gain continued to be centered in the metropolitan areas. Specifically, the Oklahoma City Standard Metropolitan Statistical Area (SMSA) including Oklahoma, Canadian and Cleveland counties, surpassed the 600,000 mark, reaching 601,600 in July, 1968. This was an increase of 89,767 or 17.5 per cent from the enumeration of eight years earlier. Over the same period, the Tulsa SMSA, Tulsa, Creek and Osage counties, population reached 456,900, an advance of 37,926 residents.

Table 1 presents the population projections for the "Eleven Oklahoma Manpower Regions" for the period 1960-1980.

It is interesting to note that the six counties in the Oklahoma City and Tulsa Manpower Regions contained 40 per cent of the state population in 1968 and 43 per cent of that projected for 1972. It is also significant that the four Manpower Regions, Oklahoma City, Tulsa, Southwest Central and North Central had 59 per cent of the state population in 1960, 62 per cent of the 1968 and 63 per cent of that projected for 1972. Table 2 indicates the population projections for each of the "Eleven Oklahoma Manpower Regions" for the period 1960-1980 along with the per cent of the state's population each represents for each period.

To further visualize the concentration of the state population in the metropolitan areas, if a corridor fifty miles wide were extended from the northeast corner to the southwest corner of the state, it would include by 1975 over 60 per cent of the population.

A comparison of the scholastic population (grades K through 12) for the years 1960 and 1968 in each of the "Eleven Manpower Regions" tends to reinforce previous findings relative to population trends in each region and further indicates a concentration of population in the metropolitan areas of the state. Only the Oklahoma City and Tulsa regions showed scholastic enrollment increases of greater than 10 per cent. During this period the Oklahoma City Region increased by 33.9

TABLE 1

POPULATION PROJECTIONS FOR THE ELEVEN OKLAHOMA MANPOWER REGIONS, 1960-1980

Manpower Region	1960	1968	1972	1976	1980
1. Oklahoma City SMSA	511,833	601,600	638,000	675,000	710,000
2. Tulsa SMSA	418,974	456,900	480,000	506,000	540,000
3. Northwest	68,921	69,900	70,200	71,000	72,000
4. North Central	235,275	247,100	253,000	259,000	265,000
5. Northeast	151,684	160,400	165,000	172,000	180,000
6. Mid-Eastern	184,851	189,700	192,000	195,000	200,000
7. Southeast	161,930	172,400	178,000	184,000	190,000
8. East Central	115,185	113,500	114,000	115,000	116,500
9. South Central	140,427	139,800	141,000	144,000	148,000
10. Southwest Central	217,881	249,900	252,000	255,000	258,000
11. Southwest	121,323	123,800	125,000	126,000	127,500
State Total	2,328,284	2,525,000	2,608,200	2,702,000	2,807,000

SOURCES:

1960 population from U. S. Census of Population: 1960 Oklahoma PC(1)-38 A, Table 6.

1968 population estimate prepared by Research and Planning Division, Oklahoma Employment Security Commission.

1969 population estimate by U. S. Census Bureau, 2,568,000.

1972, 1976 and 1980 population estimates based on county growth patterns as estimated by Oklahoma Employment Security Commission 1960 to 1966 and 1966 to 1968.

TABLE 2

PERCENTAGE OF STATE POPULATION IN EACH OF THE ELEVEN OKLAHOMA MANPOWER REGIONS 1960 - 1980

Manpower Regions	Population 1960	% of State	Population 1968	% of State	Population 1972	% of State	Population 1976	% of State	Population 1980	% of State
1. Okla. City SMSA	511,833	22	601,600	24	638,000	25	675,000	25	710,000	25
2. Tulsa SMSA	418,974	18	456,900	18	480,000	18	506,000	19	540,000	19
3. Northwest	68,921	3	69,900	3	70,200	3	71,000	3	72,000	3
4. North Central	235,275	10	247,100	10	253,000	10	259,000	10	265,000	10
5. Northeast	151,684	7	160,400	6	165,000	6	172,000	6	180,000	6
6. Mid-Eastern	184,851	8	189,700	7	192,000	7	195,000	7	200,000	7
7. Southeast	161,930	7	172,400	7	178,000	7	184,000	7	190,000	7
8. East Central	115,185	5	113,500	4	114,000	4	115,000	4	116,500	4
9. South Central	140,427	6	139,800	6	141,000	5	144,000	5	148,000	5
10. Southwest Central	217,881	9	249,900	10	252,000	10	255,000	9	258,000	9
11. Southwest	121,323	5	123,800	5	125,000	5	126,000	5	127,500	5
State Totals	2,328,284	100	2,525,000	100	2,608,200	100	2,702,000	100	2,807,000	100

SOURCES:

1960 population from U. S. Census of population: 1960 Oklahoma PC(1)-38 A, Table 6.

1968 population estimate prepared by Research and Planning Division, Oklahoma Employment Security Commission.

1969 population estimate by U. S. Census Bureau, 2,568,000.

1972, 1976 and 1980 population estimates based on county growth patterns as estimated by Oklahoma Employment Security Commission 1960 to 1966 and 1966 to 1968.

per cent and the Tulsa Region increased by 16.1 per cent. Two regions, Southwest and East Central, sustained losses while two other regions, South Central and Mid-Eastern had increases of less than one per cent.

While Oklahoma's population over the years has undergone noticeable fluctuations, increases and declines, in migration and out migration and shifts within the state from rural to urban areas, the same has not been true of the state's racial mix. According to the U. S. Census of 1940, 90 per cent of the population was classified as white. In 1950, it was 91 per cent and in 1960 it was the same.

The percentage of population in the Oklahoma City Region classified as white in each of the three periods was 91, 92 and 91, while that of the Tulsa Region was 89, 91 and 91. The Northwest Region had the highest percentages of white population, 99.6, 99.5 and 99 while the Mid-Eastern Region had the lowest, 78, 81 and 80. Table 4 presents the racial population for each of the Manpower Regions for the 1960 census period.

Economic Trends

Much of the shifting of Oklahoma's population has resulted from economic changes which have occurred in the state since 1930. Prior to that time agriculture was the principal economic base with cotton, corn and wheat the basic cash crops. Along with cattle raising, these still contribute greatly to the overall economy, but to an increasingly smaller percentage of the population. In 1968, the estimated value of Oklahoma's wheat crop was $153 million and that of cattle and calves was $578 million.

Yet over the years Oklahoma agriculture has undergone dramatic changes. To illustrate this, the U. S. Census of Agriculture, 1964, (Table 5) showed the number of farms at 88,726, down from 213,325 in 1935 or off about 58 per cent in three decades. At the same time, the average farm size rose to 407 acres compared with 166 acres earlier. Like national experience, the trend reflected farm consolidation, mechanization and technical ad-

TABLE 3

SCHOLASTIC POPULATION (K-12) AND HIGH SCHOOL GRADUATES OF THE ELEVEN OKLAHOMA MANPOWER REGIONS 1960 AND 1968

Region	Scholastic Population 1960	Scholastic Population 1968	% of Inc.	Highschool Graduates 1960	Highschool Graduates 1968	% of Inc.
1. Oklahoma City SMSA	117,947	157,972	33.9	4,529	7,838	73.1
2. Tulsa SMSA	100,155	116,237	16.1	4,393	6,406	45.8
3. Northwest	16,124	16,874	4.7	992	1,120	12.9
4. North Central	48,222	52,576	9.0	2,808	3,361	19.7
5. Northeast	36,440	39,871	9.4	1,913	2,478	29.5
6. Mid-Eastern	46,094	46,445	0.8	2,292	2,793	21.9
7. Southeast	40,617	42,300	4.1	2,230	2,584	15.9
8. East Central	26,958	26,850	(0.4)[1]	1,570	1,639	4.4
9. South Central	32,831	32,961	0.4	1,960	2,046	4.4
10. Southwest Central	50,114	54,813	9.4	2,326	2,925	25.8
11. Southwest	28,992	27,908	(3.7)	1,465	1,455	(0.7)
Totals	544,494	614,807	12.9	26,478	34,645	30.8

SOURCE: Oklahoma State Department of Education.

1 Parenthesis indicates decrease.

TABLE 4

RACIAL DISTRIBUTION OF OKLAHOMA POPULATION, 1960, BY STATE AND MANPOWER REGIONS

Manpower Region	White	Non-White	Percent White	Percent Non-White	Total
1. Oklahoma City SMSA	463,689	48,144	91	9	511,833
2. Tulsa SMSA	380,474	38,500	91	9	418,974
3. Northwest	68,568	353	99	1	68,921
4. North Central	221,447	13,828	94	6	235,275
5. Northeast	141,350	10,334	93	7	151,684
6. Mid-Eastern	148,519	36,332	80	20	184,851
7. Southeast	141,843	20,087	88	12	161,930
8. East Central	99,999	15,186	87	13	115,185
9. South Central	130,367	10,060	93	7	140,427
10. Southwest Central	197,703	20,178	91	9	217,881
11. Southwest	113,941	7,382	94	6	121,323
Totals	2,107,900	220,384	91	9	2,328,284

SOURCE: U. S. Census, 1960.

vances in agriculture. As would be anticipated, a considerable shift from farm employment to non-agricultural pursuits occurred. U. S. Census data for 1960 confirmed the change. Less than one-tenth of those employed were in farming, compared to about one-third twenty years earlier. Wages and salaries paid to farm workers also declined as a percentage of total wages and salaries and as a percentage of total personal income. Wages paid hired farm workers accounted for only a little more than one per cent of total wages and salaries in Oklahoma and only a fraction of one per cent of total personal income.[2]

As indicated earlier, these developments in agriculture have not detracted from its overall significance to the state's economy. Rather, mechanization and technical advances in agriculture have greatly increased productivity while involving a smaller and smaller portion of the population in that production. As a result, many agricultural workers have turned from the rural areas to the cities and towns for employment. This trend has been enhanced somewhat by the rising importance of mining and manufacturing.

Historically, coal production has made a significant contribution to the Oklahoma economy. However, production peaked in 1920 and declined during the depression years. By 1967, less than 250 men were employed in the industry.[3] Late in 1967, two underground mines were opened in Eastern Oklahoma and a favorable market for metallurgical coal, adequate coal reserves and a low-cost water transportation system by 1970 indicate a re-emphasis in the production of this mineral.

Lead and zinc production were also among the state's early mining ventures. By 1920, boom towns were created in Northeast Oklahoma as production increased to the point that the state was a leading national producer. Since World War II, the depletion of reserves and unfavorable market conditions resulted in a declining production until by 1967 fewer than 200 men were employed in the industry.[4]

Today, petroleum and natural gas dominate Oklahoma's mineral production. In 1965, oil or gas was produced in 69 of the 77 Oklahoma counties. According to the **Minerals Yearbook**, the value of

[2] Peach, Nelson W., Poole, Richard W., Tarver, James D., *County Building Block Data for Regional Analysis,* Oklahoma State University.

[3] *Fifty-Ninth Annual Report,* Department of Mines, Oklahoma State University.

[4] *Ibid.*

crude petroleum produced in 1965 was about $588 million while natural gas and natural gas liquids amounted to $249 million. Despite the fact that the industry has become highly automated approximately 95 per cent of the state's mining industry workers are employed in it.[5]

One of the really significant changes in the Oklahoma economy has developed in manufacturing. This has been particularly true since World War II. State and community leaders recognized the need for stabilizing and expanding the state's economic base and initiated a program to encourage the location and development of industry within the state. This program has been intensified during the last ten years.

TABLE 5

NUMBER OF OKLAHOMA FARMS, LAND IN FARMS, AVERAGE SIZE, SELECTED YEARS, 1935-1964

Year	Farms (Number)	Land in Farms (Acres)	Average Size (Acres)
1935	213,325	35,334,870	166
1940	179,687	34,803,317	194
1945	164,790	36,161,822	219
1950	142,246	36,006,603	253
1954	118,979	35,630,045	300
1959	94,676	35,800,688	378
1964	88,726	36,400,000	407

SOURCE: U. S. Census of Agriculture, 1964, Table 16.

In 1929, less than 40,000 persons were employed in manufacturing with Oklahoma, Tulsa and Kay counties leading in the value of goods produced.[6] At that time, meat packing, petroleum refining, foundry and machine shop products were most important. By 1947, factory employment had reached 62,500 with a product value of over $341 million. Manufacturing growth in the state has been substantial during the past seven years with nearly 30,000 new jobs since 1962. By 1967, there were 116,400 persons employed in state factories.[7]

Tulsa and Oklahoma City Regions, where six out of every ten factory jobs are located, continue to dominate the picture. In the past few years, however, industrialization has spread into smaller communities, attracted to areas that offer large supplies of available labor along with other favorable factors. Manufactured products range from airplanes and missile components to carpets and apparel. Indications are that expansion of manufacturing will continue in the state. Only recently, two nationally known automotive tire manufacturers have announced the location of plants in Oklahoma — one at Oklahoma City and another at Ardmore. Each will employ more than 1,000 workers. Other industries are known to be interested in a location in the state. With the concerted effort of state and local community leadership directed toward further economic development of the state, continued industrialization seems assured.

A further factor contributing to the future economic growth of Oklahoma is the development of the Arkansas River Navigation System. This 450 mile long inland waterway, scheduled for completion in 1970, will extend from the mouth of the Arkansas at the Mississippi River, passing through eastern Oklahoma to Catoosa, about fifteen miles from Tulsa. Industrial sites will be available at several locations along this waterway. Economic benefits to result will include lower-cost transportation, hydro-electric power, additional flood control, water supply and recreation.

According to estimates of the Oklahoma Employment Security Commission, employment in Oklahoma's eight non-farm wage and salary industry divisions is forecast to reach 758,700 by June, 1969. This represents an increase of 7.7 per ent, or 54,500 jobs, over the 704,200 reported in June, 1967. Furthermore, employment in non-farm wage and salary ranks should climb to 815,500 by June, 1972, an advance of 15.8 per cent, or 111,300 from five years earlier.[8]

Figure 2 shows the 1967 employment in non-farm occupations in Oklahoma, the base from which the 1972 projections were made.

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[5] *Manpower in Oklahoma,* Oklahoma Employment Security Commission, 1969.

[6] *U. S. Census of Manufacturers, 1954,* Bureau of the Census.

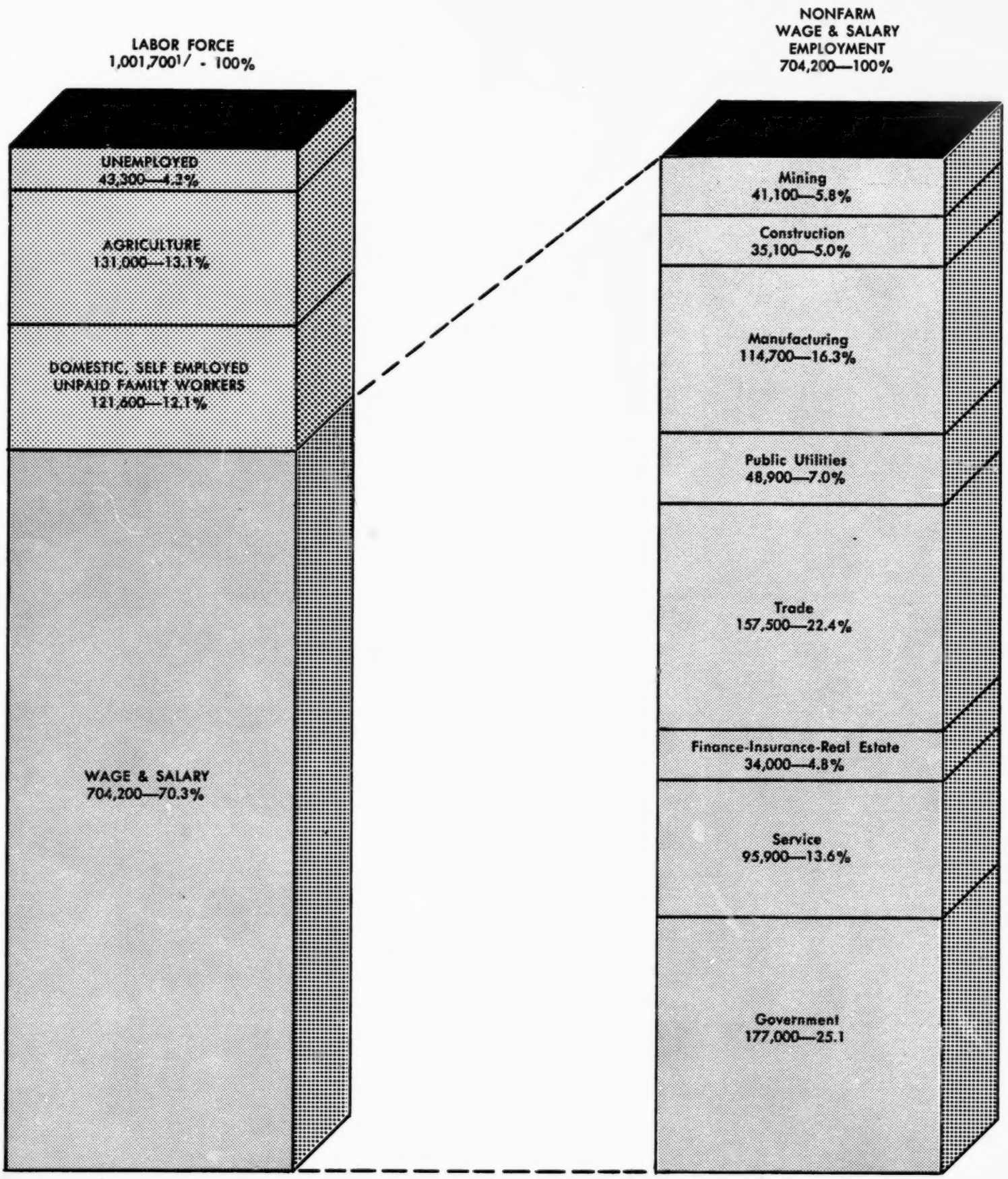
[7] *Manpower in Oklahoma,* 1969, p. 11.

[8] *Manpower in Oklahoma, 1969,* p. 15.

Already, Oklahoma industry is experiencing a need for trained technical and professional workers and as the industrialization of the state's economy continues to expand, it becomes rather obvious that those in positions of educational responsibility need to develop and implement plans to best meet the needs of a society whose economic and social patterns are undergoing rapid change.

FIGURE 2

OKLAHOMA LABOR FORCE AND EMPLOYMENT BY INDUSTRY DIVISION JUNE 1967



1/ Includes 1,600 idled by labor dispute, or 0.2% of the Labor Force.

SOURCE: Oklahoma Employment Security Commission.

CHAPTER III

STRUCTURE FOR CONTROL AND ADMINISTRATION OF OKLAHOMA HIGHER EDUCATION

The Oklahoma State System of Higher Education was established on March 11, 1941, when the people of the state adopted an amendment to the Constitution, Article XIII-A. The amendment provides "All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as The Oklahoma State System of Higher Education."

This Article also created the Oklahoma State Regents for Higher Education as the coordinating board of control of the State System. This board is composed of nine members, appointed by the governor and confirmed by the State Senate. They serve nine year overlapping terms. The Constitution provides as follows with regard to the responsibilities of the coordinating board of control:

1. It shall prescribe standards of higher education applicable to each institution;

2. It shall determine the functions and courses of study at each of the institutions to conform to the standards prescribed;

3. It shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all institutions;

4. It shall recommend to the State Legislature the budget allocations for each institution; and

5. It shall have the power to recommend to the Legislature proposed fees for all of such institutions and any such fees shall be effective only within the limits prescribed by the Legislature.[9]

The Constitution also provides that the State Regents shall allocate funds to each institution "according to its needs and functions" from lump-sum appropriations made by the Oklahoma Legislature to the State Regents. This section of the Constitution also provides that private, denominational and other institutions of higher learning in the state may become coordinated with the State System under rules and regulations adopted by the State Regents.[10]

Governmental control of each institution in the State System is vested in a governing board of regents. Each has a governing board although some governing boards function as such for more than one institution. The governing boards of the institutions assume the responsibility for their operation as follows:

1. Determine management policy;

2. Employ personnel, fix their salaries, and assign their duties;

3. Contract for other services needed;

4. Have custody of records;

5. Acquire and hold title to property; and

6. Assume general responsibility for operation of the institutions.

Among specific areas of administrative control for which the governing board assumes responsibility in operating an institution are:

1. General academic policy and administration;

2. Student life;

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[9] Article XIII-A, Section2, Constitution of Oklahoma.

[10] *Ibid.*, Sections 3 and 4.

3. Budget administration;

4. Planning and constructing buildings;

5. Purchasing; and

6. Auxiliary activities budgeting and administration, including the issuance of bonds and administration of self-liquidating properties.

Also the governing board through its administrative officer assumes responsibility for making recommendations to the coordinating board, the State Regents, regarding possible change in functions and programs of study, possible change of standards, and budgetary needs both for general operation and for capital improvements.

Article XIII-A provides that all institutions supported all or in part by legislative appropriations are a part of The Oklahoma State System of Higher Education. Recent legislation enacted by the Oklahoma Legislature provides for state aid for both operation and capital improvements at community junior colleges. In this regard, the legislation vitalizes the intent of Article XIII-A and thus provides for the coordination of community junior colleges under the jurisdiction of the Oklahoma State Regents for Higher Education.

Public Junior Colleges in Oklahoma

There are currently thirteen public junior colleges in Oklahoma. Seven are public state supported colleges and six are public municipal colleges. The seven state supported colleges include Connors State College of Agriculture and Applied Science, located at Warner; Eastern Oklahoma State College of Agiculture and Applied Science at Wilburton, Murray State College of Agriculture and Applied Science at Tishomingo, Northeastern Oklahoma Agricultural and Mechanical College at Miami, Northern Oklahoma College at Tonkawa, Oklahoma Military Academy at Claremore and Tulsa Junior College, a newly created multi-campus junior college located in Tulsa.

Four of these colleges (Connors, Eastern, Murray and Northeastern A & M) have a common governing board. This is the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges which is also the governing board for Oklahoma State University (and the Agricultural Experiment Station, the Agricultural Extension Division, the College of Veterinary Medicine, the Technical Institute in Oklahoma City and the School of Technical Training at Okmulgee), Oklahoma Panhandle State College of Agriculture and Applied Science, Langston University and Cameron State Agricultural College. The board was created by Constitutional amendment and it is composed of nine members, eight appointed by the Governor with the advice and consent of the Senate, and the ninth member is President of the State Board of Agriculture.[11] The powers and duties of the board are prescribed by the Legislature and they are set out in the Oklahoma Statutes.[12]

Northern Oklahoma College and Oklahoma Military Academy are each governed by individual boards composed of five members with five year overlapping terms. They were both created by acts of the Legislature and the powers and duties of the boards are set out in the acts which created them.[13]

Tulsa Junior College, the newest institutional member of The Oklahoma State System of Higher Education was authorized by act of the Legislature in 1968. The Board of Regents of Tulsa Junior College is composed of seven members appointed by the Governor, with the advice and consent of the Senate. The members serve seven year overlapping terms. Four members of the board must be residents of Tulsa County.[14] It is anticipated the new college will begin classes in September, 1970, offering expanded educational opportunity to the residents of Tulsa and surrounding area.

In 1958, 3611 students were enrolled in the state supported junior colleges. In 1968, 7020 were enrolled. By 1975, it may be assumed that this number will more than double as Tulsa Junior College develops and as the other junior colleges assume a greater share of the responsibility for providing lower division collegiate instruction and technical education for the residents of Oklahoma.

Other state supported institutions which are not classified as junior or community colleges, but

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[11] Article VI, Section 31a, Constitution of Oklahoma.

[12] House Bill 810, Section 412, Session Laws 1965.

[13] House Bill 810, Sections 706 and 806, Session Laws 1965.

[14] O. S. Supp. 1968, Title 70, Section 4413.

which perform educational functions which are quite similar are Oklahoma State University School of Technical Training at Okmulgee and Oklahoma State University Technical Institute at Oklahoma City. Both are branches of Oklahoma State University and both are primarily post secondary vocational and technical training institutions.

Oklahoma State University School of Technical Training at Okmulgee offers the most complete range of vocational and technical training in Oklahoma. It was organized in 1946 to provide skilled craftsmen and industrial technicians "for that area of industry lying between the semi-skilled and the engineering technicians." It offers training in more than 60 approved occupational fields ranging from Cake Decoration to Lithography. Unlike most technical schools, "Oklahoma State Tech" is residential in character. Its students come from all parts of Oklahoma and most of them live on campus. The institution is co-educational with a well rounded program of student activities.

Although "Oklahoma State Tech" does not offer an academic degree, its educational program is carried on in much the same manner as in other post high school institutions, with a combination of classroom instruction and laboratory experiences. Most students receive not only intensive training in specialized skills but also general education subjects such as human relations, communication and mathematics. The institution has made notable growth in the past decade, increasing from 1,207 students in 1958 to 2,562 in 1968.

Oklahoma State University Technical Institute in Oklahoma City, also a branch of Oklahoma State University, was organized primarily to offer lower division collegiate training in engineering related technologies. Students receive the associate degree upon completion of the required courses. The institution has shown continued growth since its establishment. There were 1,055 students enrolled in 1968.

In addition to its state supported junior colleges, Oklahoma also maintains five community colleges as a part of its public system of higher education. These junior colleges, located at Altus, El Reno, Poteau, Sayre and Seminole, are under the control of local school boards and are supported in part by ad valorem taxes collected at the local school district level. The 1939 legislation which permitted local school districts to establish and operate junior colleges did not make it possible for a local district to levy taxes over and above what had already been authorized for operation of public school grades one through twelve. This meant that any local tax funds used for support of the junior college had to be diverted from the source which is available to support elementary and secondary schools. Few school districts were wealthy enough to support a junior college program and at the same time maintain a quality elementary and secondary program. Consequently, whereas there were 19 such junior colleges operating in 1940, this number declined until only the five mentioned remain. In 1958, there were 895 students enrolled in these colleges. In 1968, the number had increased to 1,643.

Also in 1967, the Oklahoma Legislature enacted legislation which provided that any community junior college established, operated and accredited under standards and regulations of the Oklahoma State Regents for Higher Education, would be eligible to receive assistance from the State of Oklahoma for funds for educational and general operation of the institution. Such funds were to be allocated by the State Regents from those appropriated by the Legislature and were to be on a per capita basis in an amount equal to fifty per cent of the per capita allocation made to state supported junior colleges.[15] In 1968 legislation was enacted whereby the Oklahoma State Regents for Higher Education were also authorized to allocate state aid to these colleges for capital improvements from funds appropriated for this purpose, provided the college prepared a long-range comprehensive plan for campus development which was approved by the State Regents. The amount authorized for such allocation was not to exceed 40 per cent of the estimated cost of construction and then only after the institution furnished assurance to the State Regents that the remaining 60 per cent of the cost was available from local and/or Federal funds.

As a result of this legislation and the determination of the local school districts and communities where these colleges are located, considerable

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[15] O. S. Supp. 1968, Title 70, Section 4408.

progress has been made by the five community colleges still in existence. All five have moved out of the high school buildings in which they were originally housed and are now occupying their own facilities. All have secured faculties which in the main, are separate from the high school and are in the process of developing viable educational programs based on the needs of the area they serve. All are currently accredited by the Oklahoma State Regents for Higher Education and are in process of institutional development which will eventually qualify them for accreditation by the North Central Association of Colleges and Secondary Schools.

In 1967, the Oklahoma Legislature enacted legislation providing that the governing body or bodies of one or more cities, counties and/or school districts may apply to the Oklahoma State Regents for Higher Education proposing the establishment of a community college and requesting that a feasibility study be made to determine if there was a need for such a college in the area.[16] Subsequently the Midwest City School District and the cities of Midwest City and Del City made such an application. The feasibility study indicated a need. The voters of the proposed district favored the establishment of such a college and on June 17, 1968, the State Regents authorized the establishment of the college and requested the Governor of Oklahoma to appoint a Board of Trustees. The Board is composed of seven members who are residents of the junior college district. They serve seven year overlapping terms.[17]

On May 25, 1969, the voters of the district approved a bond issue in the amount of $1,750,000, plus a two mill levy for operating expenses.[18] In addition, the district has received a $1,500,000 allocation from state funds and $1,233,632 in Federal funds to build and equip the facilities. The new community college, known as Oscar Rose Junior College, is located in Midwest City. It is the sixth Oklahoma community college and will serve a significant segment of the Oklahoma City metropolitan area. Classes are scheduled to begin in September, 1970.

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[16] O. S. Supp. 1968, Title 70, Section 4402.

[17] O. S. Supp. 1968, Title 70, Section 4404.

[18] O. S. Supp. 1968, Title 70, Sections 4410 and 4412.

Private Junior Colleges in Oklahoma

In addition to the seven state-supported junior colleges and six community colleges, four private church-related junior colleges are located in Oklahoma. These are Bacone College, located at Muskogee; Bartlesville Wesleyan College, Bartlesville; Southwestern College, Oklahoma City and St. Gregory's College, Shawnee.

Bacone College is the oldest college in Oklahoma, having been established in 1880 as the Baptist Indian University. It is still supported largely by the American Baptist Board of Missions, which elects the majority of its Board of Trustees.

Bacone is a junior college of liberal arts with a large portion of its student body composed of American Indian youth. The College offers both college-parallel and terminal programs of study.

Bartlesville Wesleyan College was established in 1960 under the name Central Pilgrim College. Recently, it has been involved in a proposed merger with a similar college at Miltonvale, Kansas. Bartlesville Wesleyan offers a college-parallel two-year liberal arts program with some terminal programs. In addition, there is a separately organized Bible College which is designed to train ministers and religious workers for the sponsoring denomination.

Southwestern College operates under the auspices of the Pentecostal Holiness Church. The institution conducted its first classes in October, 1946. In addition to a two-year college-parallel program it also offers terminal courses and operates a separately organized school of theology for ministers and lay workers for its denomination.

St. Gregory's College is a private Catholic coeducational institution. The college offers a two-year program of arts and sciences leading toward most academic degrees. Established in 1915, the college operated as an institution for men only prior to 1965. Since that date it has been open to both men and women.

The private two-year colleges have had a rather extensive growth in enrollment since 1958. That year the enrollment was 258, while in 1968, 2,003 students were reported.

Functions of Oklahoma Junior Colleges

Concern about institutional functions and the need for differentiation of function among insti-

tutions in a state system of higher education has been gaining increasing attention since the early 1950's. Rapidly increasing enrollments of the last decade; the sharp increase in financial resources required to support rising higher education costs and recognition of the need for certain specialized technical and professional education have brought into focus the importance of and need for the allocation of specific functions to specific institutions in order to minimize unnecessary duplication of effort.

The functions of Oklahoma junior colleges relate both to levels of education and kinds of education. All junior colleges, both public and private, offer the first two years of study beyond high school, usually referred to as lower division. All junior colleges currently confer the associate degree for successful completion of prescribed courses for that level of study.

Functions of junior colleges related to kinds of education at the lower division or level normally include academic courses designed to:

1. Provide basic general education;

2. Provide for transfer credit to institutions offering advanced programs;

3. Provide technical-vocational education; to prepare students for entry into employment after completing the junior college programs; and

4. Provide compensatory instruction for the student whose high school preparation has not qualified him for college-level work.

Most state-supported junior colleges and some of the community junior colleges provide all four functions relating to kinds of education, to some degree. It is probable in the future, however, that these institutions will need to assume a greater share of responsibility for providing adult education, counseling services for both young persons and adults to enable them to make wise vocational choices, programs of community services to improve the cultural, economic and social environment of the community and technical-vocational education of a post-secondary level to meet the needs of an industrialized economy.

Vocational-Technical Schools

Another form of education which is not presently classified as higher education, but which does influence post-secondary education opportunity in Oklahoma, is that provided by the vocational-technical schools. In 1966, the people of Oklahoma amended Article X of the Oklahoma Constitution by adoption of Section 9-B which provided for the establishment of vocational-technical schools under the supervision of the State Board for Vocational-Technical Education. Since that time, seventeen such schools have been proposed; however, by the 1968-69 school year only seven had been established and were in operation. Those were located at Tulsa, Oklahoma City, Ardmore, Duncan, Enid, Bartlesville and Fort Cobb. Table 6 shows the 1968-69 high school, post high school and adult enrollment at each school. It will be observed that during that year the seven schools enrolled 3,033 high school students, 280 post high school students and 2,007 adults.

Proprietary Schools

While this study is primarily concerned with educational opportunities available for advanced study in Oklahoma higher education at the junior or community college level, it seems desirable to consider other available opportunities for advanced training outside formal public education, particularly as they apply to business and proprietary schools.

Historically, proprietary business schools have played a major role in the preparation of young men and women for participation in business. It is probable that business schools have been responsible for placing more individuals in the labor market than any type of institution outside the school system itself. While it is difficult to secure exact information on student enrollment, it has been estimated that over 5,000 individuals attend Oklahoma business schools and colleges each year. According to the Oklahoma State Accrediting Agency which approves courses of study for veterans and war orphans, there are fourteen accredited business schools in Oklahoma. Table 7 presents a list of the schools, their location and approved courses.

In addition to business schools, proprietary schools in barbering, beauty operation, flight instruction and trade and industrial training were

TABLE 6

ENROLLMENT IN VOCATIONAL-TECHNICAL SCHOOLS IN OKLAHOMA, 1968-69

Name of School	Enrollment	No. of Courses Offered
Tulsa V-T Center		
High School	712	25
Post High School	107	8
Adult	545	27
	1,364	60
Oklahoma City V-T Center		
High School	569	21
Post High School	0	0
Adult	170	6
	739	27
Southern Oklahoma V-T Center (Ardmore)		
High School	335	13
Post High School	34	2
Adult	278	20
	647	35
Duncan V-T Center		
High School	292	11
Post High School	21	1
Adult	195	13
	508	25
O. T. Autry V-T School (Enid)		
High School	537	17
Post High School	68	5
Adult	165	10
	770	32
Tri-County V-T School (Bartlesville)		
High School	325	10
Post High School	50	2
Adult	284	12
	659	24
Caddo-Kiowa V-T School (Ft. Cobb)		
High School	263	11
Post High School	0	0
Adult	370	13
	633	24

SOURCE: Report on Area Vocational-Technical Schools in Oklahoma 1968-69, Southern Oklahoma Vocational-Technical Center, Ardmore.

TABLE 7

APPROVED BUSINESS SCHOOLS IN OKLAHOMA
1968

School	Approved Courses
Bartlesville Business College Bartlesville	Executive Secretarial, Business Administration, Stenographic, Secretarial, Jr. Accounting, IBM Key-Punch, Accounting
Blackwood Business College Oklahoma City	Clerk-Typist, Stenographic, Secretarial, Executive Secretarial, Bookkeeping, Jr. Accounting, Higher Accounting
Dalton Business College Lawton	Stenographic, Secretarial, Jr. Accounting
Draughon's School of Business Oklahoma City	Secretarial, Executive Secretarial, Jr. Accounting, Sr. Accounting, Business Machines
Draughon's School of Business Tulsa	Business Machines, Secretarial, Executive Secretarial, Jr. Accounting, Sr. Accounting
Enid Business College Enid	Stenographic, Secretarial, Executive Secretarial, Higher Accounting, Jr. Accounting, IBM Key-Punch, Advanced Accounting
Hill's Business University Oklahoma City	Complete Accounting, Business Administration, Complete Business Machines, Executive Secretarial, Court and Conference Reporting
Oklahoma School of Banking and Business Oklahoma City	Specialized Secretarial, Executive Secretarial, Accounting, Higher Accounting, Complete Office Machines, Data Processing and Computer, IBM Computer Programming
Oklahoma School of Business Tulsa	Executive Secretarial, Secretarial, Stenographic, Clerk-Typist, Higher Accounting, Business Administration, Jr. Accounting
Ponca City Business College Ponca City	Higher Accounting, Executive Secretarial
Tulsa Business College Tulsa	Business Machines, Secretarial, Executive Secretarial, Jr. Accounting, Sr. Accounting
Tulsa Technical College Tulsa	Business Machines Automation Operator, Automation Executive Secretary, Automatic Data Processing Equipment Operator, Accounting Theory and Practice II, Automation Accounting

SOURCE: Oklahoma State Accrediting Agency.

also offering approved courses in Oklahoma in 1968. There were eight barber schools and twenty-six beauty schools. Table 8 includes a list of these schools, their location and approved courses.

Table 9 provides a list of approved flight schools, their location and the type of instruction for which each is approved.

There were thirteen approved proprietary trade and industrial schools offering courses in Oklahoma in 1968. The courses were quite diverse and included radio and television service, refrigeration and air conditioning, drafting, welding, meatcutting, horseshoeing and fashion merchandising. Table 10 lists these schools, their location and courses.

TABLE 8

APPROVED BARBER AND BEAUTY SCHOOLS IN OKLAHOMA 1968

School	Approved Courses
Capitol Barber College Oklahoma City	Barbering
International School of Barbering Tulsa	Barbering
Lawton Barber College Lawton	Barbering
Oklahoma Barber College Oklahoma City	Barbering
Oklahoma School of Barbering Tulsa	Barbering
Peoria Barber College Tulsa	Barbering
State Barber College Oklahoma City	Barbering
Tulsa Barber College Tulsa	Barbering
Alladin Beauty College, Inc. Lawton	Basic, Instructors and Advanced Operators
Altus Beauty College Altus	Basic, Instructors and Advanced Operators
American Beauty College Oklahoma City	Basic, Instructors and Advanced Operators
Bartlesville Beauty College Bartlesville	Basic, Instructors and Advanced Operators
Beetch's Beauty Academy, Inc. Enid	Basic, Instructors and Advanced Operators
Brookside Beauty College Tulsa	Basic, Instructors and Advanced Operators
Capitol Beauty College Oklahoma City	Basic, Instructors and Advanced Operators
Darrell's (Mr.) Beauty College Muskogee	Basic, Instructors and Advanced Operators
El Reno Beauty College El Reno	Basic
Enid Beauty College Enid	Basic, Instructors and Advanced Operators
Eve's College of Hairstyling Lawton	Basic, Instructors and Advanced Operators
Hughes Beauty Academy Tulsa	Basic, Instructors and Advanced Operators
Irene's Beauty College Muskogee	Basic, Instructors and Advanced Operators
LaJean's School of Beauty Culture Duncan	Basic, Instructors and Advanced Operators
Lela's Beauty College Ada	Basic, Instructors and Advanced Operators
Miami Beauty College Miami	Basic, Instructors and Advanced Operators
Midwest Beauty College Midwest City	Basic, Instructors and Advanced Operators
Paul's Beauty College Oklahoma City	Basic, Instructors and Advanced Operators
Peggy's Career Beauty College Norman	Basic, Instructors and Advanced Operators
Peggy's Career Beauty College Oklahoma City	Basic, Instructors and Advanced Operators
Ponca School of Beauty Culture, Inc. Ponca City	Basic, Instructors and Advanced Operators
Robert's Beauty Training Center Tulsa	Basic, Instructors and Advanced Operators
Shawnee School of Beauty Culture Shawnee	Basic, Instructors and Advanced Operators
Stillwater Beauty College Stillwater	Basic, Instructors and Advanced Operators
Tulsa Academy of Basic and Advanced Hair Styling, Inc., Tulsa	Basic, Instructors and Advanced Operators
Warr Acres Beauty College Oklahoma City	Basic, Instructors and Advanced Operators

SOURCE: Oklahoma Accrediting Agency.

Relationships of Junior Colleges with Other Educational Levels

In many respects, Oklahoma is more fortunate than most states in that since the establishment of The Oklahoma State System of Higher Education in 1941, concerted effort has been made to develop differentiation of functions among state institutions of higher education. Substantial understanding has already been achieved regarding the division of educational responsibility. This has been possible partially as a result of identification of the basic functions of the three levels of higher education, the junior colleges, the senior colleges and the universities. Many of the relationships between junior colleges and other levels of higher education grow out of these junior college functions which are as follows:

1. Shared responsibility with senior colleges and universities for remedial education for students whose high school preparation has not fully qualified them for college level work.

TABLE 9

APPROVED FLIGHT SCHOOLS IN OKLAHOMA 1968

School	Approved Courses
American Aviation Center Tulsa	Commercial, Flight Instructor (Airplane)
American Flyers, Inc. Ardmore	Flight Engineer, Commercial, Instrument, Flight Instruutors (Airplane)
B-J Flying Service Pryor	Commercial, Flight Instructor (Airplane), Instrument
Catlin Aviation Company Oklahoma City	Instrument, Flight Instructor (Airplane), Commercial Pilot # 1 and # 2
Expressway School of Aeronautics Oklahoma City	Commercial Pilot 150 H. P., Commercial Pilot 180 H. P., Instrument Flying
Flight Training Center, Inc. Bethany	Commercial, Flight Instructor (Airplane), Instrument
Miami Aircraft, Inc. Miami	Commercial, Instrument, Flight Instructor (Airplane)
Monterosso Aviation Company Tulsa	Commercial, Instrument, Flight Instructor (Airplane)
Rivair School of Flight Tulsa	Commercial, Flight Instructor (Airplane)
Ross Aviation, Inc. Tulsa	Commercial, Instrument, Flight Instructor (Airplane)
Shamrock School of Aeronautics Bethany	Commercial, Instrument Flight Instructor (Airplane)
Southern Aviation, Inc. Lawton	Commercial, Instrument, Flight Instructor (Airplane)
Spartan School of Flight Tulsa	Commercial, Instrument, Flight Instructor (Airplane)
Tulakes Aviation, Inc. Bethany	Commercial, Instrument, Flight Instructor (Airplane)
Tulsair School of Aviation Tulsa	Commercial, Instrument, Flight Instructor (Airplane)

SOURCE: Oklahoma State Accrediting Agency.

2. Shared responsibility with senior colleges and universities for the first two years of college work leading to a baccalaureate degree.

3. Shared responsibility for on-campus adult education.

4. Primary responsibility for vocational-technical education requiring two years or less of post high school collegiate education.

5. Primary responsibility for undergraduate general education leading to an associate degree.

Most relationships between junior colleges and other levels of higher education grow out of function number two when students transfer from junior colleges to senior colleges and universities or vice versa. Since all institutions of higher education are accredited either by the North Central Association of Colleges and Secondary Schools or the Oklahoma State Regents for Higher Education, there is no fundamental problem associated with inter-institutional transfer.

Some relationship exists between junior colleges and senior colleges and universities related to function number three when a need exists in a junior college community for on-campus adult education which the junior college is incapable of providing. The junior college may request the senior college or university to provide it and it may do so.

There is little relationship between junior colleges and other levels of higher education relative to function number one since each institution develops its own remedial education curriculum to fit the needs of its students. This is usually done independently of other institutions.

Little official relationship exists between the junior colleges and the area vocational schools. As previously pointed out area vocational schools are supervised by the Oklahoma State Board for Vocational-Technical Education while junior colleges and other collegiate levels of education are coordinated by the Oklahoma State Regents for Higher Education. While area vocational schools do offer some post-high school technical education, their primary efforts are directed toward the secondary and adult levels. The post-high school education which they do offer is not recognized as collegiate level and no college credit is granted for it. This constitutes somewhat of an administrative problem at the junior college level when a student who has completed post-secondary training at the area vocational school desires to transfer to a junior college and continue his training in the same technology. Hopefully, some uniformly acceptable procedure may be developed by which a junior college may grant advanced standing credit or placement to such a transferring student.

In 1968, the Oklahoma Legislature enacted legislation which potentially will increase the degree of relationship between junior colleges and area vocational schools. One section provides that the governing board of a community junior college

TABLE 10

APPROVED TRADE AND INDUSTRIAL SCHOOLS IN OKLAHOMA 1968

Private, Profit Schools	Approved Courses
Draughon's Technical Institute Oklahoma City	Electronics Communication Technician, Radio and Television Technician, Industrial Electronics Technician
Oklahoma Farrier's College Sperry	Horseshoeing
Patricia Stephens Career College and Finishing School, Oklahoma City	Fashion Merchandising
Sooner Mechanical Trade School Oklahoma City	Refrigeration, Air-Conditioning, Welding
Southwest Automotive School Oklahoma City	Complete Automotive, Paint and Body Repair
Southwest Machinist School Oklahoma City	Machinist
Southwest Technical Institute Oklahoma City	Composite Drafting, Basic Drafting
Southwestern College of Meat Cutters Oklahoma City	Meat Cutting
Spartan School of Aeronautics Tulsa	Airline Service Mechanic, Powerplant Mechanic, Airframe Mechanic, Jet Engine Maintenance and Overhaul Technician, Multiengine Maintenance Mechanic, Master Instrument Technician, Electronic Engineering Technician, Electronic Technician, Airline Jet Technician, Airline Maintenance Technician
Tulsa Business College Tulsa	Drafting
Tulsa Electricians College Broken Arrow	Electrician
Tulsa Technical College Tulsa	Commercial Drafting, Electronics Technician
Tulsa Welding School Tulsa	Combination Welding

SOURCE: Oklahoma State Accrediting Agency.

shall have the power and authority to enter into cooperative agreements with any area vocational-technical school in such community for the joint use of facilities and personnel, joint courses of study and educational programs and other cooperative efforts to the mutual benefit of each school and community.[19] There are problems in making this legislation as effective as it potentially might be. One is that few junior colleges and area vocational-technical schools are located close enough together to permit effective cooperation. Another is the development of a procedure whereby a student taking courses in both the junior college and the area school may receive recognized credit in each. However, in at least three instances, junior colleges and area schools have begun working out cooperative arrangements.

Another section of the same legislation provides that a two-year college which is part of The State System of Higher Education may become an area school district for the purpose of providing post-secondary vocational and/or technical education programs and services within an area to be geographically defined by the State Regents for Higher Education. Two-year colleges thus designated as area districts by resolution of the State Regents for Higher Education shall be equally eligible with other area districts and shall participate equitably therewith in all Federal and state funds for vocational-technical education both for capital outlay and operating funds.[20]

This would seem to imply a close relationship between two-year colleges that were designated as area schools by the State Regents for Higher Education and the area vocational-technical schools, particularly with respect to post-high school technical education. However, a common effort to develop post-high school technical education to meet Oklahoma's needs has not as yet been possible, largely because of overlapping responsibilities for its development in the junior colleges, between the Oklahoma State Board for Vocational-Technical Education and the Oklahoma State Regents for Higher Education. Currently, cooperative effort is being pursued by the two Boards toward this objective which may well result in increased emphasis on technical education in the junior colleges.

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[19] O. S. Supp. 1968, Title 70, Section 4406.

[20] O. S. Supp. 1968, Title 70, Section 4411.

CHAPTER IV

EDUCATIONAL PROGRAMS AND SERVICES

When junior colleges were first established, their primary purpose was to offer two years of lower division work acceptable to colleges and universities. Even the term "junior college" implies this function. While this function is still a significant responsibility, it is by no means a single one for the present two-year colleges. Rather, they are more frequently referred to as comprehensive junior colleges or comprehensive community colleges to describe more aptly their added functions and their close relationship to the communities they serve. Within those added functions, one normally finds a variety of educational programs to meet the needs of a community for two years of educational opportunity beyond high school. For roughly one-half to two-thirds of the students the community college will represent final formal educational activity before they assume responsibilities of citizenship, family, and occupation. This means that their educational experiences, to be of greatest benefit, must have value, in and of themselves, not just as preparation for either job or transfer.

Consequently, the comprehensive junior college must be concerned not only with transfer curriculums but also occupational programs, general education, adult education, community services, effective guidance and counseling services, satisfactory articulation with other educational levels and instructional techniques adapted to diverse needs of a student body with a wide range of interests and abilities.

At this point, Oklahoma junior colleges vary widely in the degree of their comprehensiveness. It is doubtful if any can be characterized as truly comprehensive in nature, however, most are moving gradually in that direction and no doubt will continue to do so as the economy of the state becomes further industrialized and population increases.

University or College Parallel Programs

All Oklahoma junior colleges offer a program which is similar to that which is offered in the first two years in a four-year institution. Frequently called college parallel or transfer, this work when completed, enables the student to move to the four-year college with normally two years to go for completion of the requirements of a bachelor's degree. Many students with the study objective of a baccalaureate degree or higher are financially able to begin their college work in a junior college close to home, when they would be denied this opportunity if they were required to begin at a four-year college or university outside their local area.

Some states with highly developed community college systems, namely California, Florida, Illinois and New York, to enumerate a few, have limited the lower-division enrollments in their four-year colleges and universities in order to encourage students to begin their college study in an area community college and to enable four-year colleges and universities to concentrate their programs and resources on the more advanced, specialized, and costly upper-division, graduate, and professional education. They believe this enables a greater number of students to have the opportunity for at least two years of collegiate study and at a lesser expense both to the individual and the state. Also, it permits the lower-division student to "find himself" in terms of his vocational choice before continuing too long toward a baccalaureate degree for which he may not be fitted. At the same time, the four-year colleges and universities are able to direct their efforts and resources toward the development of superior educational programs at the upper-division and graduate level.[21]

Obviously, the junior college offering transfer programs has the responsibility to insure that the courses offered and the quality of instruction are such that the transferring student may move to the senior institution without loss of credit or time and with a background of knowledge which will en-

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[21] Gleazer, Edmund J., *This is the Community College,* page 54.

TABLE 11

VOCATIONAL-TECHNICAL PROGRAMS OF INSTRUCTION AVAILABLE AT OKLAHOMA JUNIOR COLLEGES

	Connors	Eastern	Murray	NEOAMC	NOC	Altus	Bacone	El Reno	Poteau	Sayre
Agriculture	X	X	X	X	X					
Agri-Business					X					
Art (Graphic)		X			X		X			
Building and Construction Technology		X								
Business (Secretarial)	X	X	X	X	X	X	X	X	X	X
Mid-Management		X		X	X					
Chemical Technology	X	X	X	X						
Civil and Highway Technology		X								
Court Reporting					X					
Data Processing		X	X	X	X	X				
Electronics	X	X		X	X	X				X
Environmental Control Technology				X						
Flight Training		X	X	X	X					
Forestry Technology		X								
Industrial Drafting & Design	X	X	X	X	X				X	X
Linotype Operator					X					
Machinist		X	X	X	X					
Mechanical Technology		X	X	X	X					
Medical Technology										
Nursing				X						X
Police Science				X	X		X			
Printing and Composition					X					
Ranch Operation		X								
Welding	X	X	X	X						

SOURCE: Oklahoma State Regents for Higher Education, *Counselor's Guide*, 1968.

able him to continue his education in normal sequence. Close articulation between the two- and four-year institutions is of extreme importance.

Occupational Education

Within the framework of the total mission of the comprehensive junior college, occupational education is coming to play a larger and larger role. This has resulted largely from the needs of the student who does not plan to continue his formal education beyond the junior college and the requirements of industry for skilled technical and semi-professional manpower. The application of technology to all phases of economic life has moved rapidly in recent years and with it the necessity for workers to be in possession of scientific knowledge and concepts previously unnecessary. Training institutions generally have been slow to recognize manpower needs in the technical fields. Potential students have been reluctant to accept the status image of those positions and presently, on the national scene, one in every three of these jobs is unfilled.[22]

[22] U. S. Office of Education, "Twenty-five Technical Careers You Can Learn in Two Years or Less," 1969.

Historically, Oklahoma junior colleges have stressed the transfer function rather than that of providing occupational education as such. However, during the last decade, several have devoted more and more of their resources to this function. It is anticipated that the new urban junior colleges in Tulsa and Midwest City will include an appreciable number of occupational programs in their curriculum. Table 11 presents the existing occupational offerings in Oklahoma junior colleges.

Adult Education

Adult or continuing education is generally recognized as a necessary function of a comprehensive junior college. Any two-year college serving a reasonably populated community is made aware of the needs of adults for educational opportunity that satisfies cultural desires or occupational needs — whether provided on campus or at a convenient location near the expressed need.

Oklahoma junior colleges have as one of their designated functions, the provision of on-campus adult eduation. At the same time, off-campus adult education, in the area served by the junior college, has historically been a responsibility of a four-year college or university regardless of whether the offering was of upper or lower division nature. Most Oklahoma junior colleges are located in rural or lightly populated areas and are primarily residential institutions although each has one or more cities within its primary service area. Those cities or populated areas are usually where the greatest need for adult or continuing education exists. Under existing policy, those are considered as off-campus sites and are normally served by a four-year college or university. Consequently, the junior colleges have not been encouraged to develop extensive adult education programs off of their campuses.

Even so, all Oklahoma junior colleges have adult education offerings on-campus, usually in the evening. Some are more extensive and effective than others. Students usually commute to the college from within a radius of approximately twenty-five miles. Upper division adult education courses are often offered on the junior college campus by four-year colleges and universities when a sufficient need exists.

Guidance and Counseling

Regardless of whether guidance and counseling is considered a goal or function of the community junior college, it is an activity which every junior college must perform and perform well. As has been pointed out, Oklahoma junior colleges admit any student who is a high school graduate and special students who are not high school graduates. Obviously, this results in a student body with diverse abilities, interests and intentions. In order to accommodate the varied needs of the students and the community, the junior college must offer a variety of educational programs ranging from one-year vocational curriculums through two-year technical programs to an academic college parallel program with the first two years of required courses for a number of academic majors.

The magnitude of the guidance task is suggested by the evidence that two-thirds to three-fourths of the students who enter junior colleges announce their intention to transfer to senior institutions, whereas less than one-half actually do so. Thus a situation exists where many students desire to take programs and work toward goals for which they are not qualified. For them to do so usually results in wasted time, loss of confidence and failure. No junior college can afford to ignore the responsibility of assisting each student to determine the educational program which is "right" for him.

All Oklahoma junior colleges offer some sort of guidance and counseling service for their students. As might be expected, some are much less efficient than others, even to the point that they may be described as existing largely in name only. It might be suggested, that those in positions of institutional responsibility at the junior colleges, analyze the effectiveness of their guidance and counseling activities and where necessary allocate additional college resources to this very significant function.

Articulation With Other Educational Levels

The relationships between junior colleges and other levels of higher education and area vocational-technical schools was discussed to some extent in Chapter III. However, the primary concern of junior colleges in articulation with other educational levels involves those schools from

which their students come and those institutions to which they transfer.

For many high school graduates, the transition from high school to college is an entirely new experience. Even requirements and procedures for making application for admission may present a potential stumbling block. Enrollment procedures may seem confusing. Financial aids, vocational choice and curriculum offerings may entail problems that must be solved. It is in this area of pre-college and early college matriculation that effective articulation between the junior college and the high schools can do much to insure the student a satisfactory beginning of college study.

As we noted earlier, all Oklahoma junior colleges offer college-parallel programs designed to prepare the student to transfer to a four-year college or university after two years. In fact, on a statewide basis, approximately four of every five students enrolled in junior colleges are enrolled in this program. Those who have worked closely with junior college education in Oklahoma, are aware that many students enrolled in transfer programs should be pursuing other study objectives. Improved guidance and counseling services and a wider range of offerings in occupational education might well be the answer to this problem. Nevertheless, in order to be of greatest assistance to the transfer student, it is necessary that the junior college know his major objective, the four-year college or university to which he plans to transfer together with its lower division requirements, its admission requirements, its educational standards and the student's probability of success. It is also very helpful to the student if junior college personnel know the personnel at the receiving institution to whom the student may be directed as a point of initial contact. This does much to minimize the initial shock of transfer and provides a point of contact for subsequent follow-up by the junior college to determine the success of the student. Articulation of this type between the junior college and the four-year college or university is very essential, not only for the student, but also as a means by which the junior college can evaluate and improve its curriculum and instruction.

Educational Output — Associate Degrees

All Oklahoma two-year colleges currently confer the associate degree on students for the completion of a planned educational program of at least two-years duration. The type of degrees normally awarded are Associate in Arts, Associate in Science and Associate in Applied Science. The following table presents a comparison of the number of associate degrees conferred by junior colleges in 1964 and 1969 in relation to their enrollment.

It will be noted that 773 degrees were granted in 1964 and 1,703 in 1969, an increase of 120 per cent in the five year period. During the same period, enrollment in these colleges increased from 7,188 to 10,666, an increase of 48 per cent. A similar study in 1965 showed these colleges granted 767 degrees in 1960 and 786 in 1964 with an increase of approximately 3 per cent between 1960 and 1964 as compared with the 120 per cent increase between 1964 and 1969. This would indicate that Oklahoma junior colleges have substantially increased their educational output as measured by conferred degrees during the last five years.

Location of Colleges and Vocational-Technical Schools in the Eleven Manpower Regions

One item in identification of need for additional educational opportunity in the eleven Oklahoma Manpower Regions is assessment of opportunity which is presently available. Table 13 identifies existing post-secondary educational institutions located in each Manpower Region by name and type.

It will be noted that each region has at least three post-secondary institutions and one has as many as thirteen. It is obvious, however, that educational opportunity is not measured wholly by numbers of colleges. Such factors as type of college, educational programs, admission standards, population of the region, and social and economic factors influencing the population all contribute to an evaluation of educational opportunity.

TABLE 12

A COMPARISON OF ENROLLMENT AND ASSOCIATE DEGREES CONFERRED BY OKLAHOMA JUNIOR COLLEGES 1964 AND 1969

	1963-64 Enrollment	1968-69 Enrollment	Enroll. Increase	Associate Degrees 1964	Associate Degrees 1969	% of Degrees Increase
State						
Connors	519	692	33.3	75	126	68.0
Eastern	879	1,265	43.9	170	264	55.3
Murray	549	803	46.3	64	135	110.9
NEOAMC	1,712	2,368	38.3	184	432	134.8
Northern	801	1,207	50.7	54	170	214.8
OMA	657	685	4.3	61	63	3.3
Total	5,117	7,020	37.2	608	1,190	95.7
Private						
Bacone	469	606	29.2	27	87	222.2
BWC	201	229	13.9	13	16	23.1
St. Greg.	192	506	163.5	34	134	294.1
SWC	135	576	326.7	19	64	236.8
OBC (1)	—	86	—	—	10	—
Total	997	2,003	100.9	93	311	234.4
Community						
Altus	436	557	27.8	16	59	268.8
El Reno	207	412	99.0	15	58	286.7
Poteau	135	402	197.8	21	61	190.5
Sayre	190	183	(3.7)	20	17	(15.0)
Seminole (1)	106	89	(16.0)	—	7	—
Total	1,074	1,643	53.0	72	202	180.6
GRAND TOTAL	7,188	10,666	48.4	773	1,703	120.3

(1) Seminole and Oklahoma Bible College did not grant Associate degrees in 1964.

SOURCE: Oklahoma State Regents for Higher Education.

TABLE 13

COLLEGES AND AREA VOCATIONAL-TECHNICAL SCHOOLS LOCATED IN ELEVEN OKLAHOMA MANPOWER REGIONS

Region	Colleges and Schools	Type	Fall 1968 Enrollment
1. Oklahoma City	A. Public		
	University of Oklahoma	University	16,930
	Central State College	Four-year	10,209
	Oklahoma City Technical Branch	Two-year	1,055
	El Reno Junior College	Two-year	412
	Oscar Rose Community College	Two-year	(Open 1970)
	B. Private		
	Bethany Nazarene College	Four-year	1,809
	Oklahoma Christian College	Four-year	1,082
	Oklahoma City University	Four-year	2,521
	Oklahoma Bible College	Two-year	86
	Southwestern College	Two-year	576
	C. Vocational-Technical		
	Okla. City Voc-Tech Center	Center	
	Canadian Valley Area Voc-Tech S.D.	School	
	Cleveland-McClain-Garvin Counties	School	
2. Tulsa	A. Public		
	Tulsa Junior College	Two-year	(Open 1970)
	B. Private		
	Oral Roberts University	Four-year	844
	University of Tulsa	Four-year	6,960
	C. Vocational-Technical		
	Tulsa Area Vocational-Tech Center	Center	
	Central Oklahoma Area Voc-Tech S.D.	School	
3. Northwest	A. Public		
	Northwestern State College	Four-year	2,641
	Panhandle State College	Four-year	1,338
	B. Private		
	(None)		
	C. Vocational-Technical		
	Major-Woods Counties Area	School	
4. North Central	A. Public		
	Langston University	Four-year	1,336
	Northern Oklahoma College	Two-year	1,207
	Oklahoma State University	University	16,658
	B. Private		
	Phillips University	Four-year	1,486
	C. Vocational-Technical		
	O. T. Autry Area Voc-Tech Center	Center	
	Major-Woods Counties Area	School	
5. Northeast	A. Public		
	Oklahoma Military Academy	Military HS and Two-year	423
	Northeastern A & M College	Two-year	2,368
	B. Private		
	Bartlesville Wesleyan College	Two-year	229
	C. Vocational-Technical		
	Tri-County Area Voc-Tech S. D.	School	

Region		Colleges and Schools	Type	Fall 1968 Enrollment
6. Mid-Eastern	A.	Public		
		Connors State College	Two-year	692
		Okmulgee Technical School	Post-Secondary	2,562
		Northeastern State College	Four-year	5,992
	B.	Private		
		Bacone College	Two-year	606
	C.	Vocational-Technical		
		Indian Capital Area Voc-Tech S.D.	School	
7. Southeast	A.	Public		
		Eastern Oklahoma State College	Two-year	1,265
		Poteau Community College	Two-year	402
		Southeastern State College	Four-year	2,267
	B.	Private		
		(None)		
	C.	Vocational-Technical		
		Kiamichi Area Voc-Tech S.D.	School	
8. East Central	A.	Public		
		Seminole Junior College	Two-year	89
	B.	Private		
		Oklahoma Baptist University	Four-year	1,666
		St. Gregory's College	Two-year	506
	C.	Vocational-Technical		
		Gordon Cooper Area Voc-Tech S.D.	School	
9. South Central	A.	Public		
		East Central State College	Four-year	3,058
		Murray State College	Two-year	803
	B.	Private		
		(None)		
	C.	Vocational-Technical		
		Southern Okla. Area Voc-Tech Center	Center	
		Cleveland-McClain-Garvin Counties	School	
10. Southwest Central	A.	Public		
		Cameron State College	Four-year	3,506
		Oklahoma College of Liberal Arts	Four-year	913
	B.	Private		
		(None)		
	C.	Vocational-Technical		
		Duncan Area Vocational-Tech Center	Center	
		Caddo-Kiowa Area Voc-Tech S.D.	School	
		Commanche County	School	
11. Southwest	A.	Public		
		Altus Junior College	Two-year	557
		Sayre Junior College	Two-year	183
		Southwestern State College	Four-year	4,861
	B.	Private		
		(None)		
	C.	Vocational-Technical		
		(None)		

CHAPTER V

ENROLLMENTS AND PROJECTIONS

In the decade from 1959 to 1969 enrollment in Oklahoma institutions of higher education almost doubled, increasing from 55,182 in 1959 to 102,987 in 1969. During the same period, lower division enrollment increased from 33,620 to 58,741. Table 14 presents a comparison of 1959 and 1969 enrollments by institution and by type of institution.

It will be observed that the largest percentage increase in lower division enrollment was in the state four-year colleges followed by the private two-year colleges. If the 1959 and 1969 enrollments by type of institution are converted to percentages, the following pattern results.

	1959	1969
State universities	35.1	33.2
State four-year colleges	28.9	33.8
State two-year colleges	10.5	12.5
Private four-year colleges	22.1	13.3
Private two-year colleges	0.8	3.7
Community colleges	2.6	3.5
	100.0	100.0

In 1959, the state universities had the largest percentage of the lower division enrollment while in 1969, the lead had shifted to the state four-year colleges. In 1959, the state universities and four-year colleges enrolled 64 per cent of the freshman and sophomore students attending Oklahoma colleges, while in 1969, that per cent had increased to 67.

Geographic Origin of Students

Approximately 86 per cent of the students enrolled in Oklahoma colleges and universities are residents of the state. According to the American Council on Education, 9.5 per cent of Oklahoma's undergraduate students in 1963 left the state to attend college while 15 per cent migrated into Oklahoma. A 1968 study by the staff of the Oklahoma State Regents for Higher Education revealed that 11 per cent of the Oklahoma students migrated to other states to attend college while 14 per cent of the state collegiate enrollment came from other states. Table 15 presents a comparison of the residential status of students enrolled in state supported institutions of The Oklahoma State System in 1963 and 1968. Table 16 indicates a similar comparison for Oklahoma private and municipal colleges.

It will be observed that the private colleges have a non-resident enrollment percentage much higher than that of the state supported institutions and that among the latter, Oklahoma Panhandle State College, the University of Oklahoma and Northwestern State College have the highest.

There is a concern in this study not only for the resident and non-resident status of Oklahoma college students but also for the mobility of students from one manpower region to another for purposes of college attendance. Such questions as, how many high school graduates come from each manpower region? How many of them go to college in Oklahoma? How many attend college in the region where they graduated from high school? How many go to college in a region other than the one where they graduated from high school? The answers to these and similar questions may afford insight into the availability of and need for educational opportunity in certain of the manpower regions.

Table 17 presents a comparison of the number of high school graduates for a three year period, 1967 to 1969, in each of the eleven Manpower Regions along with the number of freshmen and sophomores from each region enrolled in Oklahoma colleges in the Fall of 1968.

The Oklahoma City Region with 8,356 graduates had the largest number as well as the largest increase between 1968 and 1969. The Tulsa Region had the second largest with 6,697 and the North Central Region ranked third. Only the Mid-Eastern and Southeastern Regions showed decreases.

In an effort to obtain information concerning the rate of college attendance in each region, the number of freshmen and sophomores from each region who were enrolled in Oklahoma colleges in the Fall of 1968 was secured (column 5). Then the number of high school graduates in 1967 and 1968 in each region were added and the result compared with the lower division college enrollment. Column 6 indi-

TABLE 14

LOWER DIVISION COLLEGE ENROLLMENT BY TYPE OF INSTITUTION 1959-1969

	1959				1969			
	Freshman	Sophomore	Special	Total	Freshman	Sophomore	Special	Total
State Universities								
OU	2,519	2,116	85	4,720	4,929	3,237	26	8,192
OSU	2,881	2,102	66	5,049	4,208	3,471	86	7,765
	5,400	4,218	151	9,769	9,137	6,708	112	15,957
State 4-Yr. Colleges								
CSC	1,114	858	56	2,028	3,270	2,256	67	5,593
ECSC	600	311	—	911	1,134	604	—	1,738
NESC	771	545	19	1,335	1,609	1,151	63	2,823
NWSC	387	210	62	659	743	577	42	1,362
SESC	460	289	102	851	700	430	—	1,130
SWSC	559	404	106	1,069	1,638	1,077	46	2,761
OCLA (OCW)	235	109	84	428	526	208	—	734
Panhandle	362	252	18	632	417	289	54	760
Langston	243	137	38	418	326	269	87	682
Cameron	767	423	214	1,404	1,295	893	118	2,306
	5,498	3,538	699	9,735	11,658	7,754	477	19,889
State 2-Yr. Colleges								
Connors	204	110	128	442	425	262	62	749
Eastern	494	222	196	912	813	428	45	1,286
Murray	234	145	24	403	448	286	23	757
NEOAMC	441	302	362	1,105	1,248	728	444	2,420
NOC	295	152	64	511	913	425	—	1,338
OMA	141	28	272	441	595	177	5	777
OSU								
Okmulgee Tech	888	389	—	1,277	1,760	537	—	2,297
Tech Inst., Okla. City	—	—	—	—	925	321	—	1,246
	2,697	1,348	1,046	5,091	7,127	3,164	579	10,870
Private 4-Yr. Colleges								
Benedictine Heights	101	74	48	223	—	—	—	—
Bethany	349	201	16	566	422	351	41	814
OBU	468	296	15	779	604	417	20	1,041
OCC	170	48	27	245	489	247	2	738
OCU	786	603	370	1,759	447	316	240	1,003
ORU	—	—	—	—	316	237	12	565
Phillips	345	227	86	658	348	291	19	658
Tulsa	929	741	1,810	3,480	1,479	1,219	307	3,005
	3,148	2,190	2,372	7,710	4,105	3,078	641	7,824
Private 2-Yr. Colleges								
Bacone	96	69	44	209	350	183	41	574
Bartlesville Wes.	—	—	—	—	86	60	1	147
St. Gregory's	34	32	8	74	408	153	16	577
Southwestern College	—	—	—	—	519	242	42	803
Okla. Bible College	—	—	—	—	42	16	11	69
	130	101	52	283	1,405	654	111	2,170
Municipal 2-Yr. Colleges								
Altus	64	16	153	233	235	119	284	638
El Reno	72	11	—	83	295	125	17	437
Muskogee	128	44	—	172	—	—	—	—
Poteau	176	138	50	364	238	127	2	367
Sayre	76	46	14	136	154	63	13	230
Seminole	36	8	—	44	296	51	12	359
	552	263	217	1,032	1,218	485	328	2,031
TOTAL	17,425	11,658	4,537	33,620	34,650	21,843	2,248	58,741

SOURCE: Oklahoma State Regents for Higher Education.

TABLE 15

GEOGRAPHIC ORIGIN OF ENROLLMENTS IN INSTITUTIONS OF THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION, FALL SEMESTER, 1963 AND 1968

College	1963			1968		
	Percent from Oklahoma	Percent Out of State	Percent Foreign	Percent from Oklahoma	Percent Out of State	Percent Foreign
OU	73.5	23.5	3.0	70.8	27.0	2.2
OSU	83.9	12.6	3.5	85.5	11.4	3.1
CSC	90.7	8.4	0.9	97.4	1.9	0.7
ECSC	98.7	0.8	0.5	98.2	1.7	0.1
NESC	98.7	1.2	0.1	97.6	2.1	0.3
NWSC	82.1	17.5	0.4	78.3	19.6	2.1
SESC	82.7	16.6	0.7	90.9	8.9	0.2
SWSC	96.5	3.1	0.4	94.7	4.8	0.5
OCW (OCLA)	88.5	11.4	0.1	95.3	4.3	0.4
Panhandle	72.1	27.8	0.1	64.4	35.4	0.2
Langston	89.0	10.7	0.3	85.2	13.8	1.0
Cameron	97.9	1.8	0.3	98.1	1.6	0.3
Connors	99.2	0.8	—	99.0	0.9	0.1
Eastern	96.8	2.4	0.8	97.4	1.6	1.0
Murray	90.6	9.4	—	96.1	3.1	0.8
NEOAMC	80.2	17.4	2.4	90.1	8.2	1.7
Northern	97.4	1.7	0.9	98.3	1.2	0.5
OMA	78.7	18.4	2.9	83.6	13.3	3.1

SOURCE: Oklahoma State Regents for Higher Education.

cates the per cent that the Fall, 1968 lower division enrollment represents of the combined 1967 and 1968 high school graduates of each region. While it is recognized that the percentages do not represent true college attendance rates, it is believed that they do indicate regions where educational opportunity is curtailed — namely the East Central, Southeastern and Tulsa Regions. Recent studies by the staff of the State Regents reveal that approximately 66 per cent of the Oklahoma high school graduates continue their education in college while Table 17 shows that the Fall, 1968 lower division enrollment represented 73 per cent of the 1967 and 1968 graduating classes. The additional number of lower division students probably resulted from a backlog of earlier high school graduates, a carryover of students who did not make the normal progression from the lower division, non-resident enrollment and adults.

Analysis of the number of high school graduates produced by each manpower region and the location of colleges where they continue their education shows some rather significant information as to the availability of higher education opportunity in certain manpower regions. Table 18 presents this information rather clearly for the Fall 1968 lower division enrollment in Oklahoma colleges.

Reading down each column from the top gives the number of lower division students enrolled in colleges located in each region from each other region. Reading across indicates the number of students from each region enrolled in colleges located in each other region. The point where the columns intersect shows the number of students from each manpower region who attended colleges located in that manpower region and the percentage that number represents of the combined number of 1967 and

TABLE 16

GEOGRAPHIC ORIGIN OF ENROLLMENTS IN OKLAHOMA PRIVATE AND MUNICIPAL COLLEGES, FALL SEMESTER 1963 AND 1968

College	1963			1968		
	Percent from Oklahoma	Percent Out of State	Percent Foreign	Percent from Oklahoma	Percent Out of State	Percent Foreign
Bethany	35.5	64.0	0.5	29.6	69.6	0.8
OBU	73.2	25.0	1.8	73.3	24.6	2.1
OCC	53.9	3.3	2.8	40.9	56.2	2.9
OCU	91.3	7.3	1.4	83.9	15.2	0.9
ORU	—	—	—	26.9	66.9	6.2
Phillips	51.8	46.3	1.9	61.4	37.6	1.0
Tulsa	82.4	15.1	2.4	87.3	10.2	2.5
Bacone	88.3	11.7	0.0	71.6	28.4	0.0
Bartlesville W.	53.7	45.1	1.2	41.1	58.5	0.4
St. Gregory's	41.3	50.6	8.1	28.9	67.6	3.5
Southwestern C.	—	—	—	86.5	10.8	2.7
Oklahoma Bible	—	—	—	65.1	34.9	0.0
Altus	67.1	32.9	0.0	73.4	26.0	0.6
El Reno	100.0	0.0	0.0	99.0	0.0	1.0
Poteau	92.3	7.7	0.0	90.0	9.5	0.5
Sayre	91.2	8.8	0.0	88.5	11.5	0.0
Seminole	94.1	3.9	2.0	96.6	0.0	3.4

SOURCE: Oklahoma State Regents for Higher Education.

1968 high school graduates from that region. The totals at the bottom of the table reflect the number of these students attending colleges located in each region, how much greater or less that number is than the number attending college somewhere in Oklahoma and the percentage the total attending in-region represents of those attending in Oklahoma. The totals at the right represent the number of lower division students from each region attending all Oklahoma colleges.

It will be noted that only 21 per cent of the lower division students from the East Central Region and 37.5 per cent of those from the Tulsa Region enrolled at colleges within their own region while 77.5 per cent of those from the Oklahoma City Region and 72 per cent of those from the Mid-Eastern Region attended colleges within their regions. The remaining regions had in-region enrollments between 45 and 66 per cent. The Tulsa Region had 4,751 students attending college in other regions while the East Central Region had only 913 doing so.

In an effort to confirm indications that residents of certain regions of Oklahoma do not possess higher education opportunity comparable to others, ratios were computed of the grade one enrollment, the grade seven enrollment, and the 1968 high school graduates of each region to the 1968 population of that region along with the percentage of the population enrolled in Oklahoma colleges in the fall of 1968. Table 19 presents that informaton along with the ranking of each region in comparison with the other ten regions.

It will be observed that the region with the lowest percentage of population attending college is the Southeast followed by the East Central. Also it will be recalled that Table 17 showed these two regions with the lowest college attendance rates.

TABLE 17

COMPARISON OF HIGH SCHOOL GRADUATES BY MANPOWER REGIONS 1967-1969 AND LOWER DIVISION COLLEGE ENROLLMENT FALL 1968

Manpower Region	1967	1968	1969	1967-1968	No. from Region Enrolled Lower Division Fall 1968	Percent of 1967-68 Total Enrolled
1. Oklahoma City (SMSA)	7,778	7,838	8,356	15,616	12,981	83.1
2. Tulsa (SMSA)	6,159	6,406	6,697	12,565	7,846	62.4
3. Northwest	1,155	1,120	1,133	2,275	1,646	72.4
4. North Central	3,265	3,361	3,478	6,626	5,093	76.9
5. Northeast	2,467	2,478	2,567	4,945	3,411	67.0
6. Mid-Eastern	2,765	2,793	2.759	5,558	4,347	78.2
7. Southeast	2,536	2,584	2,503	5,120	2,921	57.1
8. East Central	1,722	1,639	1,713	3,361	1,888	56.2
9. South Central	1,941	2,046	2,065	3,987	2,733	68.5
10. Southwest Central	2,818	2,925	3,015	5,743	4,693	81.7
11. Southwest	1,422	1,455	1,523	2,877	2,573	89.4
TOTALS	34,028	34,645	35,809	68,673	50,132	73.0

SOURCES: Oklahoma State Department of Education and Oklahoma State Regents for Higher Education.

Table 19, also indicates that the Southeast region ranks third in ratio of high school graduates and first in ratio of grade seven enrollments, indicating that students do attend high school and graduate and that in the next ten years a greater percentage of high school graduates will be potential college students in proportion to the population than in any other region.

Another factor which should be considered in analyzing higher education opportunity is the financial status of residents of each region. Table 20 indicates the median family income of each region, the per cent of families with annual incomes under $3,000 and the per cent over $10,000. It is significant to note that the Southeast region has the lowest median family income, the highest percentage of families with incomes under $3,000 and the lowest per cent with incomes over $10,000.

Tables 19 and 20 also reveal that the Oklahoma City region ranks highest among the regions in median family income and second in per cent of population enrolled in Oklahoma colleges in 1968 and the Northwest region ranks third highest in median family income and first in per cent of population attending college. This would appear to indicate that family income is a significant factor in determining college attendance.

Admission Policies and Practices

The Oklahoma State Regents for Higher Education are charged by the Constitution and the Statutes of Oklahoma to prescribe the standards of admission to and retention in the colleges and universities of The Oklahoma State System of Higher Education. In 1963, they established uniform standards of admission for those institutions of like type and function in the State System. These were revised in 1967. The following principles served as guidelines for the policy:

1. Any Oklahoma resident, upon graduation from an accredited high school, should have the opportunity of continuing his education at some institution in The Oklahoma State System of Higher Education.

2. Admission policies should recognize and be consistent with the functions, purposes and

THE ORIGIN OF LOWER DIVISION ENROLLMENTS OF EACH MANPOWER REGION (Read Across)

TABLE 18

FALL 1968 LOWER DIVISION ENROLLMENTS IN THE COLLEGES AND UNIVERSITIES WITHIN EACH MANPOWER REGION (Read Down)

	OkC	Tulsa	NW	NC	NE	M-E	SE	EC	SC	SWC	SW	Total
OkC	77.5% 10,065	16	47	1,660	46	215	57	211	323	80	261	12,981
Tulsa	985	37.5% 2,945	24	1,607	727	1,289	58	97	42	26	46	7,846
NW	167	3	55.3% 911	239	8	77	4	16	5	4	212	1,646
NC	775	19	577	60.5% 3,081	52	208	14	60	23	21	263	5,093
NE	323	44	17	530	45.2% 1,543	813	7	42	12	12	68	3,411
M-E	261	24	16	527	151	72.1% 3,134	135	29	46	13	11	4,347
SE	221	5	6	237	12	301	63.6% 1,859	32	227	8	13	2,921
EC	402	7	5	269	30	240	79	21.0% 397	427	16	16	1,888
SC	507	7	8	284	6	102	203	26	55.2% 1,508	58	24	2,733
SWC	670	2	18	426	15	130	57	44	88	60.2% 2,827	416	4,693
SW	287	23	47	285	4	67	10	21	7	103	66.8% 1,719	2,573
TOTAL	14,663	3,095	1,676	9,145	2,594	6,576	2,483	975	2,708	3,168	3,049	50,132

programs of respective institutions in the State System.

3. Two or more criteria should be used to determine the admissibility of students.
4. There should be sufficient flexibility to permit institutions to make exceptions in worthy and extraordinary cases.
5. Admission policies should be administratively feasible.
6. Residents of Oklahoma should be given preference.
7. Admission policies should be considered minimal, allowing for change by individual institutions upon approval of the State Regents.

Junior colleges of the State System, having a like purpose and function, are considered to be "open door" institutions for all residents of Oklahoma who are graduates of an accredited high school. Specifically, the admission policy for these colleges provides:

"Any resident of Oklahoma who (a) is a graduate of an accredited high school and (b) has

TABLE 19

RANK OF EACH OKLAHOMA MANPOWER REGION IN RATIO OF 1968 GRADE 1 ENROLLMENT TO POPULATION, 1968 GRADE 7 ENROLLMENT TO POPULATION, 1968 HIGHSCHOOL GRADUATES TO POPULATION AND PERCENTAGE OF POPULATION ENROLLED IN OKLAHOMA COLLEGES FALL 1968

Manpower Regions	Ratio of Grade 1 Enrollment To Population	Rank	Ratio of Grade 7 Enrollment To Population	Rank	Ratio of 1968 H.S. Graduates To Population	Rank	Percentage of Population Enrolled in Okla. Colleges Fall, 1968	Rank
1. Oklahoma City	2.39	1	2.07	4	1.30	9	3.91	2
2. Tulsa	2.28	3	1.99	7	1.40	7	3.15	7
3. Northwest	2.14	8	2.03	6	1.60	1	4.35	1
4. North Central	1.83	11	1.79	11	1.36	8	3.63	3
5. Northeast	2.22	6.5	2.12	2	1.54	2	2.90	8
6. Mid-Eastern	2.27	4	2.10	3	1.47	4	3.39	5
7. Southeast	2.24	5	2.13	1	1.50	3	2.31	11
8 East Central	2.07	9.5	1.93	8	1.44	6	2.69	10
9. South Central	2.07	9.5	2.04	5	1.46	5	3.25	6
10. Southwest Central	2.30	2	1.85	10	1.17	11	2.82	9
11. Southwest	2.22	6.5	1.87	9	1.18	10	3.51	4

TABLE 20

SUMMARY OF ECONOMIC CHARACTERISTICS OF ELEVEN OKLAHOMA MANPOWER REGIONS, 1960

Region	Median Family Income (Dollars)	Rank	% of Families with Incomes of under $3,000	Rank	% of Families with Incomes of $10,000 and over	Rank
1. Oklahoma City	$5,096	1	23.4	11	11.7	1
2. Tulsa	5,059	2	26.3	10	10.3	3
3. Northwest	4,757	3	28.3	9	10.4	2
4. North Central	4,173	4	34.2	8	8.1	4
5. Northeast	4,008	5	38.9	6	7.9	5
6. Mid-Eastern	2,829	10	54.4	2	4.5	10
7. Southeast	2,503	11	58.6	1	3.4	11
8. East Central	3,327	9	46.8	3	5.6	7.5
9. South Central	3,507	8	44.3	4	5.4	9
10. Southwest Central	3,783	7	39.4	5	5.6	7.5
11. Southwest	3,872	6	38.8	7	7.8	6

SOURCE: U. S. Census, 1960.

participated in the American College Testing Program is eligible for admission to any of the two-year colleges in the Oklahoma State System of Higher Education."

Admission for non-residents of Oklahoma as first-time-entering freshmen is more restrictive. In order to be eligible for admission, those students (a) must be a graduate of a high school ac-

credited by the regional association or an appropriate accrediting agency of his home state, and (b) must have participated in the American College Testing Program or a similar acceptable battery of tests. In addition, he must have met one of the following requirements:

1. Ranked scholastically among the upper one-half of the members of his graduating class.

2. Attained a composite standard score on the American College Testing Program, or a similar acceptable battery of tests, which would place him among the upper one-half of high school seniors, based on twelfth grade national norms.

Also, in order to provide the opportunity for adults who have not completed high school to continue study at the college level, the following policy is provided:

1. Any adult resident of Oklahoma (21 years of age or older) who is not a high school graduate is eligible for provisional admission as a special student to an institution in The Oklahoma State System of Higher Education as follows:

   a. He must have attained a composite standard score on the American College Testing Program which would place him among the upper three-fourths of high school seniors based on twelfth grade national norms.

   b. In the event he does not meet his admission criteria, his application may be reviewed by a faculty committee and if in their judgment he is worthy, and if he has made a satisfactory score on the General Educational Development Test (GED) he may be admitted on probation for two semesters. If after that period, he has made satisfactory progress, he may continue to enroll as a regular student.

The basis for admission to the Oklahoma State University Technical Institute in Oklahoma City is essentially the same as that for junior colleges while that for Oklahoma State University School of Technical Training at Okmulgee is somewhat different in that any resident of Oklahoma who (a) graduated from an accredited high school or (b) has attained the age of seventeen and one-half years may be admitted.

Retention Policies and Practices

In prescribing standards for retention of students at institutions in the State System, the State Regents were concerned that every student make the most of his college opportunity, and that he make satisfactory progress toward achieving his study objectives. Consequently, the retention policies adopted were expected to serve the educational welfare of the student and at the same time make maximum use of available resources. The following principles served as guidelines in developing the retention policy regarding students attending institutions in the State System:

1. Students should make satisfactory progress toward an educational objective within a reasonable period of time.

2. Retention policies should recognize and be consistent with the admission policies of individual institutions.

3. Students should be given a second opportunity before being suspended for academic reasons.

4. Students who are suspended for academic reasons should, after a reasonable time and upon application, be considered for readmission.

5. Retention policies should provide for uniformity in the transfer of students among institutions.

6. The retention policy should be minimal, allowing for change by individual institutions on approval of the State Regents.

The following standards relating to retention of students engaged in undergraduate study now apply at all institutions in The Oklahoma State

System of Higher Education. For continued enrollment, a student must have earned a cumulative grade-point average as indicated below:

At the end of two semesters (24-36 semester hours attempted)	1.40
At the end of four semesters (37-72 semester hours attempted)	1.60
At the end of six semesters (73-108 semester hours attempted)	1.80
Further study after 108 semester hours attempted	2.00

A student who achieves a grade-point average of 2.00 or above in the last semester in which he was enrolled will be considered as making satisfactory progress regardless of his cumulative grade-point average.

These standards of retention are considered minimal and any institution may set higher standards for its own use with approval of the Oklahoma State Regents for Higher Education. Junior colleges have in effect set higher standards for those students to whom they grant the associate degree inasmuch as they require a cumulative grade-point average of 2.00 for that degree and students normally complete the requirements for it after four semesters of study.

It is somewhat difficult to determine precise retention rates in Oklahoma junior colleges since students may transfer to other colleges before completion of a two year program; they may have enrolled with a one-year occupational objective; they may have been part-time adult students or they may have dropped out. However, we noted in Table 12 that these colleges awarded 773 Associate degrees in 1964 and 1,703 in 1969 which represented a 120 per cent increase in degrees while enrollment was increasing 48.4 per cent during the same period. This represents an appreciable increase in the retention of students from matriculation to completion of degree requirements.

In the fall of 1957, all Oklahoma colleges and universities reported the enrollment of 15,484 freshmen, which included both first-time entering students and also those who had not completed enough credit hours to be classified as sophomores. By the fall of 1958, the number of these freshmen had dwindled to 10,573, a decrease of 4,911 or 31.7 per cent.

After the beginning of the spring semester of 1962, the colleges and universities were asked to provide a list of their freshmen students who were enrolled in the fall of 1961, but who did not enroll in the spring semester, 1962. Table 21 presents that information as reported by the junior colleges.

It will be observed that the one-semester dropout rate for state junior colleges was 22.1 per cent; that for the private colleges was 26.7 and for the municipal junior colleges, 24.3 per cent. The percentage for all junior colleges was 22.9.

In an effort to determine recent junior college retention ratios between the freshman and sophomore years, a comparison was made between the fall freshman and sophomore enrollment at Oklahoma junior colleges for a three year period, 1966 to 1969. The retention rate for these years is presented in Table 22.

It will be noted that the fall 1967, sophomore enrollment was 52.3 per cent of the fall 1966 fresh-

TABLE 21

JUNIOR COLLEGE FRESHMAN DROPOUT RATE BETWEEN FALL SEMESTER 1961 AND SPRING SEMESTER 1962

	Freshman Fall 1961	No. of Dropouts by Spring Semester 1962	% of Dropouts
Connors	252	51	20.2
Eastern	410	74	18.0
Murray	245	84	34.3
NEOAMC	522	76	14.6
NOC	378	98	25.9
OMA	120	41	34.2
Totals	1,927	424	22.1
Bacone	186	53	28.5
St. Gregory's	68	15	22.1
Totals	254	68	26.7
Altus	152	29	19.1
El Reno	102	15	14.7
Poteau	86	38	44.2
Sayre	110	31	28.2
Seminole	39	6	15.4
Totals	489	119	24.3
GRAND TOTAL	2,667	611	22.9

NOTE: A dropout was defined as one who enrolled in the fall of 1961 and who failed to enroll in the spring semester 1962.

SOURCE: Oklahoma State Regents for Higher Education, "Oklahoma Higher Education Enrollments and Projections, Report No. 3," p. 52.

man enrollment for these institutions; the fall 1968 sophomores equaled 57 per cent of the 1967 freshmen and the fall 1969 sophomores were 53.9 per cent of the fall 1968 freshmen. It is recognized that this procedure does not result in a true retention rate for individuals, however it does indicate a reasonably accurate rate of retention by student classification.

Lower Divison Enrollment Projections

In the decade from 1959 to 1969, enrollments in the lower division in Oklahoma institutions of higher education rose from 33,683 to 58,763, an increase of over 57 per cent. In the decade ahead, it may be anticipated that further increases in collegiate enrollment at this level will be forthcoming. Such increases must be considered as future needs for educational opportunity in Oklahoma are examined. For this reason, projections of lower division enrollments in 1980 have been developed for the state and for each of the eleven manpower regions. No attempt has been made to associate the projections with individual institutions except as the location of a college is related to a manpower area.

In making the projections certain assumptions have been made.

1. By 1980 the total number of high school graduates in Oklahoma will reach 40,000 annually.

2. The number of high school graduates in each manpower region will be proportional to the 1980 population projected for that region.

3. As a result of equalization of educational opportunity a **number equivalent** to 85 per cent of the high school graduates in each region will enroll in college as first-time freshmen.

TABLE 22

RETENTION RATE IN JUNIOR COLLEGES FROM FRESHMAN TO SOPHOMORE YEARS FALL 1966 TO 1967, 1967 TO 1968 AND 1968 TO 1969

	1966 Fresh.	1967 Soph.	%	1967 Fresh.	1968 Soph.	%	1968 Fresh.	1969 Soph.	%
Connors	388	243	62.6	376	225	59.8	408	262	64.2
Eastern	701	446	63.6	677	426	62.9	806	428	53.1
Murray	523	269	51.4	433	270	62.4	518	286	55.2
NEOAMC	949	596	62.8	1,248	778	62.3	1,356	728	53.7
NOC	621	357	57.5	578	478	82.7	590	425	72.0
OMA	652	120	18.4	542	133	24.5	552	177	32.1
Totals	3,834	2,031	53.0	3,854	2,310	59.9	4,230	2,306	54.5
Bacone	260	143	55.0	280	139	49.6	368	183	49.7
BWC	106	78	73.6	82	53	64.6	133	60	45.1
OBC	35	17	48.6	50	22	44.0	52	16	30.8
St. Greg.	275	191	69.5	373	208	55.8	298	153	51.3
SW (O.C.)	117	71	60.7	202	126	62.4	368	242	65.8
Totals	793	500	63.1	987	548	55.5	1,219	654	53.7
Altus	224	105	46.9	241	84	34.9	240	119	49.6
El Reno	233	72	30.9	259	118	45.6	259	125	48.3
Poteau	187	84	44.9	211	137	64.9	260	127	48.8
Sayre	119	51	42.9	127	46	36.2	128	63	49.2
Seminole	87	19	21.8	71	35	49.3	54	51	94.4
Totals	850	331	38.9	909	420	46.2	941	485	51.5
GRAND TOTALS	5,477	2,862	52.3	5,750	3,278	57.0	6,390	3,445	53.9

SOURCE: Oklahoma State Regents for Higher Education.

TABLE 23

PROJECTION OF LOWER DIVISION ENROLLMENTS IN OKLAHOMA HIGHER EDUCATION FOR THE YEAR 1980, BY ELEVEN MANPOWER REGIONS

	OkC	Tulsa	NW	NC	NE	ME	SE	EC	SC	SWC	SW	Oklahomans Originating In Each Region
OkC	14,412	19	56	2,380	56	316	74	335	465	112	371	18,596
Tulsa	1,081	9,958	43	1,423	327	910	100	171	85	43	85	14,226
NW	191	4	1,057	277	10	90	4	19	6	6	247	1,911
NC	1,050	28	780	4,180	69	283	21	83	28	28	359	6,909
NE	448	56	24	729	2,126	1,124	9	56	19	19	94	4,704
ME	313	26	16	630	183	3,763	162	37	57	16	16	5,219
SE	374	10	10	410	20	515	3,179	55	390	15	20	4,998
EC	642	12	9	431	48	383	127	633	681	24	24	3,014
SC	725	12	12	405	8	144	288	35	2,150	82	35	3,896
SWC	967	7	27	615	20	189	81	61	122	4,071	602	6,762
SW	367	30	60	367	7	86	13	26	10	132	2,210	3,308
Oklahomans Attending in Each Region	20,570	10,162	2,094	11,847	2,874	7,803	4,058	1,511	4,013	4,548	4,063	73,543
Out-of-State Students in Each Region	6,174	2,032	586	1,540	402	624	284	242	120	91	284	12,379
GRAND TOTAL	26,744	12,194	2,680	13,387	3,276	8,427	4,342	1,753	4,133	4,639	4,347	85,922

4. The ratio of total freshmen to first-time freshmen will be 1.40 as compared with the present figure of 1.37.

5. The ratio of sophomores to freshmen will be .75 as compared with .70 currently.

Also, in developing lower division projections for 1980, it was considered essential to identify the geographic origin of students as well as the present pattern of college attendance. Consideration was also given to known factors which would influence historical attendance patterns such as the Tulsa Junior College which will open in 1970, Oscar Rose Junior College, Midwest City, also to open in 1970 and other proposed community colleges in the Oklahoma City region.

Table 23 presents the projected lower division enrollment for 1980 in each manpower region and for the state. Reading down each column indicates the number of students attending colleges in that region. Reading across indicates the number of students from each region attending college in each region. It may be helpful to compare Table 23 with Table 18 which is comparable in type but presents 1968 lower division enrollments.

CHAPTER VI

FINANCING PUBLIC JUNIOR COLLEGES

Differences in the methods of financing Oklahoma junior colleges creates some inequality of educational opportunity for those students who attend certain colleges. There are three types of junior colleges in the state, each with different sources of financial support. The state junior colleges are financed primarily by state appropriations and student fees; the municipal junior colleges by local funds, state funds and student fees and the private junior colleges by endowments, gifts and student fees. Financing of the municipal junior colleges is particularly difficult inasmuch as they do not have a local tax base other than the local school district and the valuation of these districts is not large enough to provide adequate local support for both the public schools and the junior college.

State Junior Colleges

There are currently seven state supported junior colleges in The Oklahoma State System of Higher Education. They are Connors State College of Agriculture and Applied Science, Eastern Oklahoma State College of Agriculture and Applied Science, Murray State College of Agriculture and Applied Science, Northeastern Oklahoma Agricultural and Mechanical College, Northern Oklahoma College, Oklahoma Military Academy and Tulsa Junior College, the latter scheduled to open in September, 1970. As previously mentioned, these colleges are primarily financed by state funds and student fees. The Oklahoma State Regents for Higher Education have the responsibility, among others, of recommending to the Legislature the fiscal needs of each institution and also of approving the fees to be charged at each college. Accordingly, the Regents have adopted criteria and procedures for determining budget requests by type of institution. For the junior colleges, the procedure provides that the number of student-credit-hours that will be produced by a college in the following school year will be projected. This number is then divided by thirty (30) to convert to the full-time-equivalent student enrollment. One-fourth of the number of full-time-equivalent students is allowed for technical programs and one faculty position is allowed for each twelve (12) full-time technical students. Then, one faculty position is computed for each twenty-eight (28) full-time students in academic programs. These combined, result in the total faculty positions the college is projected to need. This total is multiplied by $9,600 to determine the amount needed for faculty salaries. Twenty-eight (28) per cent is added to this for other instructional expense and the total represents the amount allowed for the function of instruction. This figure also becomes the budget base and the following percentages are applied to the budget base for the other seven functions of the budget: organized activities related to instruction, 2%, plus additional allowances for college farm laboratory (Connors, 7%; Eastern, 5%; Murray, 10%; and Northeastern A & M, 3%); general administration, 7%; general expense, 7%; organized research, 2%; extension and public service, 2%; library, 7%; and physical plant, 14%. When computed, the amounts for the eight functions are added to get the total budget requirements for the year. The amount to be collected by the institution during the year in non-state appropriated funds is subtracted from the total budget and the balance is the amount requested to be appropriated by the Legislature.

Table 23 presents a comparison of income for the state supported two-year colleges by source, for the years 1964-1965 through 1967-1968. The figures represent an average for the six existing colleges on the basis of each full-time-equivalent student.

As pointed out earlier, the primary sources of income for these colleges are state appropriations and student fees. The percentage derived from the latter increased in 1966 and again in 1967 as a result of student fee increases while the percentage from state appropriations decreased from 74.7 per cent in 1965-1966 to 67.9 per cent in 1967-1968.

Table 24 shows a comparison of the expenditures for educational and general purposes per full-

TABLE 24

COMPARISON OF INCOME BY SOURCE, STATE SUPPORTED TWO-YEAR COLLEGES PER FTE FROM 1964-65 THROUGH 1967-68

	1964-65		1965-66		1966-67		1967-68	
	$ Per FTE	%	$ Per FTE	%	$ Per FTE	%	$ Per FTE	%
1. Student Fees	104.41	18.0	111.35	17.7	137.31	21.9	180.29	26.4
2. State Appropriations	412.18	71.4	470.52	74.7	456.59	72.7	464.08	67.9
3. Gifts and Grants	12.96	2.2	21.91	3.5	57.37	0.9	17.27	2.5
4. Edu. Sales-Services	.15	0.1	.20	0.1	.27	0.1	.00	0.0
5. Organized Activities	13.47	2.3	13.53	2.1	14.33	2.0	11.86	1.8
6. Other Sources	34.10	6.0	11.95	1.9	14.96	2.4	9.81	1.4
TOTALS	577.20	100.0	629.50	100.0	629.30	100.0	683.33	100.0

SOURCE: Oklahoma State Regents for Higher Education, "Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 1967-68."

TABLE 25

COMPARISON OF STATE SUPPORTED JUNIOR COLLEGE EDUCATIONAL AND GENERAL EXPENDITURES BY FUNCTION FOR FISCAL YEARS 1964-65 THROUGH 1967-68

	1964-65		1965-66		1966-67		1967-68	
	$ Per FTE	%	$ Per FTE	%	$ Per FTE	%	$ Per FTE	%
1. General Administration	55.44	9.5	51.82	8.4	55.77	8.8	59.62	8.9
2. General Expense	33.95	5.8	36.99	5.9	39.85	6.6	44.30	6.6
3. Instruction	335.76	57.5	390.42	62.5	396.50	62.3	412.46	61.6
4. Organized Activities	37.78	6.5	28.34	4.5	24.55	3.7	24.33	3.6
5. Organized Research	1.04	0.2	1.00	0.2	1.19	0.2	1.10	0.1
6. Extension-Public Serv.	1.90	0.3	1.99	0.3	1.94	0.3	1.60	0.2
7. Libraries	21.82	3.7	25.61	4.0	29.48	4.5	34.46	5.1
8. Physical Plant	96.02	16.5	88.77	14.2	100.27	13.6	93.09	13.9
TOTALS	583.71	100.0	624.95	100.0	635.85	100.0	670.96	100.0

SOURCE: Oklahoma State Regents for Higher Education.

time-equivalent student, by these same colleges for the same years. The expenditures are an average for the six colleges and are based on a full-time-equivalent student.

The expenditures per full-time-equivalent student increased from $583.71 in 1964-1965 to $670.96 in 1967-1968 while during the period there was little change in the per cent expended for each function.

Student Costs: The costs for students to attend any of the state supported junior colleges are relatively uniform. All the colleges have the same enrollment fee, $6.25 for each semester-credit-hour in which the student enrolls. In addition, most of the colleges charge a student union fee of 50 cents per credit hour. A full-time student, enrolled in the usual sixteen seester hours, pays an enrollment fee of $108 a semester. Books and supplies cost approximately $50 per semester.

All of the colleges have dormitory and cafeteria facilities enabling the student to attend who lives too far away to commute. The cost of board and room for a semester ranges from $276 to $315 with an average of approximately $300. More than fifty per cent of the students attending these colleges live on campus.

TABLE 26

College	COLLEGE WORK STUDY No. of Students	Amount	NATIONAL DEFENSE LOANS FISCAL YEAR 1967 No. of Students	Amount	ECONOMIC OPPORTUNITY GRANTS No. of Students	Amount
Connors	106	$ 17,218	195	$ 65,677	37	$ 9,225
Eastern	179	28,337	384	106,569	22	4,480
Murray	174	36,126	172	47,681	102	19,795
NEOAMC	389	145,998	186	46,554	114	28,100
NOC	59	20,873	186	18,485	27	9,175
OMA	12	3,818	13	5,970	—	—
TOTALS	919	$252,370	999	$290,936	302	$ 70,775
			FISCAL YEAR 1968			
Connors	57	$ 19,305	250	$ 43,583	41	$ 19,050
Eastern	92	18,153	525	107,871	45	11,100
Murray	133	26,884	200	42,266	196	66,450
NEOAMC	320	136,427	200	42,693	172	55,700
NOC	50	24,171	50	14,658	31	13,450
OMA	8	1,775	12	1,004	—	—
TOTALS	660	$226,715	1,237	$252,075	485	$165,750

SOURCE: Oklahoma State Regents for Higher Education, "Fourteenth Biennial Report."

Student Assistance Programs: Many students who attend the state supported junior colleges do so because the cost is relatively cheaper than it is at other colleges. At the same time, many of these students come from families that cannot financially afford to pay the total cost of college attendance. Consequently, the junior colleges have found it necessary to develop student financial aid programs as extensively as possible. Generally these programs include fee scholarships, student employment on-campus, college work-study, National Defense Student Loans, Guaranteed Student Loans, Educational Opportunity Grants and off-campus employment.

Table 25 presents information concerning the extent of college work-study, National Defense Loans and Educational Opportunity Grants at these institutions during the fiscal years 1967 and 1968.

According to information reported by these colleges in 1968, the following percentages of the freshman students of the 1967-1968 year received some type of financial aid, directly or indirectly from the institutions — 85.4, 85, 70, 62, 33.5 and 18.

Faculty Salaries: During the last five years, faculty salaries at the state supported junior colleges have gradually been increased from an average of approximately $6,300 annually to $8,000. However, they have not reached the regional average for faculty of similar institutions. In 1968, the State Regents' staff completed a study of faculty salaries of college and university faculties in Oklahoma and nine adjacent mid-western states. The study revealed that salaries of faculty members in the six Oklahoma state supported junior colleges for the year 1967-1968 ranged from $6,836 to $8,038 for 9/10 months for an average of $7,641, whereas the regional average at that time for like-type institutions was $8,138. During the 1968-1969 year, faculty salaries were raised on the average approximately $350 to provide for an average salary of approximately $8,000.

Future Needs: There is little question but that Oklahoma state junior colleges have needs, some of which exist now and others developing for the future. As is usually the case, certain of these needs require additional operating funds if they are to be adequately met. Others may be met by

a better utilization of available funds. Institutions, like families, determine priorities for the expenditure of funds and thereby decide the emphasis to be placed on educational functions. In any event, one needs to be aware that while state junior colleges received $412 per FTE in 1964 in state appropriations and allocations, they received $464 per FTE in 1967-1968; that in 1964-1965 their average income for operation was $577 per FTE while in 1967-1968, it was $683 and that while Oklahoma increased its appropriations for higher education between the years 1960 and 1968 by 96 per cent, the average increase for the United States during that period was 233 per cent. Yet Oklahoma's appropriation increase of 96 per cent represented $7.16 for each $1,000 of personal income in the state while the national increase of 233 per cent represented $7.04 of each $1,000 of personal income.[23] At the same time Arkansas' appropriation for higher education was $9.48 per $1,000 of personal income, Louisiana's was $10.40 and Texas, $7.97. States also determine priorities for which public funds will be expended.

Some of the needs which currently exist or will exist in the near future in state junior colleges are as follows:

1. All junior colleges should be able to raise faculty salaries at least to the regional average and maintain them at that level. Community junior colleges cannot expect to perform effectively the functions which comprise their reason for existence without excellent teachers. Excellent teachers are not normally acquired or retained by an institution surrounded by other institutions with a higher salary scale.

2. All community junior colleges should have the funds and the vision to develop counseling and guidance services to meet the needs of every student. This need was discussed at length in Chapter IV. However, the community junior college with its unique qualities of "open door" admission, multiple educational programs and multiple levels of instruction cannot expect its students to select their own program or level without assistance.

3. All community junior colleges should have the funds to provide adequate learning resource materials and equipment for their faculty and students. Because of their academic background, their level of academic achievement and motivation and their study objectives, community junior college students need access to multiple methods of learning more than those in any other type of higher education institution.

4. Oklahoma state supported two-year colleges should further develop an awareness and concern for the educational needs of the community or area they serve. Partially as a result of their historical development as state colleges and partially because they have no designated geographic service area of educational responsibility, their efforts in most cases have been directed toward the development of adequate transfer programs for those students who plan to continue toward the baccalaureate degree, with little attention to other educational needs. Community junior colleges usually develop in response to the educational needs of a community. When the community of a junior college is not clearly identified, needs expressed in an area may be nebulous at best.

Community Junior Colleges

It was previously pointed out that Oklahoma also maintains five community (municipal) colleges as a part of its public system of higher education. These junior colleges, located at Altus, El Reno, Poteau, Sayre and Seminole are under the control of local school boards and are supported financially by ad valorem taxes collected by the local school district, student fees and since 1967 by supplemental state assistance.

Historicall, the funds for operation of these institutions have been so limited that they have found it extremely difficult to develop and maintain viable educational programs. Student fees have been the primary source of income for operation and enrollments have been relatively low par-

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23 Survey of Current Business, April 1968; "Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1967-68."

tially because of limited facilities. During the 1969-1970 year, these colleges had an average income of $501 per full-time-equivalent student. Fifty-five per cent came from student fees, thirty-five per cent from state funds and ten per cent from other sources. During the previous year, their budgets reflected an average expenditure of $424 per FTE. With sixty-five per cent produced by student fees, twenty-one per cent by state allocations and fourteen per cent from other sources. Since the inception of state allocations to these institutions in 1967, the annual amounts allocated per FTE are as follows: 1967-1968, $50.45; 1968-1969, $89.45; and 1969-1970, $177.30.

Student fees at these colleges range from $7.50 to $10 per semester of credit for regularly scheduled day corses. Evening class fees are from $8.50 to $12 per semester hour. The full-time-equivalent enrollment in the five institutions in 1968-1969 was 1,197. In the fall of 1969-1970, it was 1,508.

Faculty salaries at the community (municipal) colleges have historically averaged less than at the state supported junior colleges. In 1968-1969 those salaries averaged $7,242 on a nine month basis while in 1969-1970 they averaged approximately $7,700. Salaries in the state two-year colleges averaged approximately $500 per year higher.

Future Needs

1. Obviously, the greatest immediate need existing for the community (municipal) colleges is an adequate source of income. Local school districts which comprise their source of local funds do not have the financial capability to support both the public schools and the community college. It is anticipated that state assistance will be funded at the maximum legally permitted (50% of that allocated to state two-year colleges per FTE), but even so, in order for these colleges to have operating funds equal to the state two-year colleges, student fees would have to be higher than those of students attending comparable state colleges or the local school district would need to provide operating funds of approximately $240 per FTE. From a practical standpoint, this is not possible and the institutions are forced to operate a minimum educational program with limited funds and their students are penalized by the restricted educational opportunity and higher fees.

2. Not only are these colleges hampered by lack of operational funds, but also, they lack physical facilities. All the colleges are attempting to separate from the local high school. One is located in an abandoned post office. One is temporarily offering classes in a church. Three of the five are so crowded that enrollments are close to the maximum they can accommodate. All of the local school districts have voted bond issues to assist in construction of college facilities—two of them recently for the location of new campuses. These colleges cannot adequately serve the future educational needs of their communities without state and federal assistance in providing additional facilities.

3. Assuming that adequate financial resources are provided, all community (municipal) colleges need to give attention to achieving the following improvements:

   a. Faculty salaries should be comparable to similar state colleges.

   b. Effective guidance and counseling services should be made available for each student.

   c. Library and learning resource materials and equipment should be comparable to those at state two-year colleges.

   d. Administrative reorganization should provide administrative services for all essential segments of college operation.

   e. Educational programs should be examined and where community needs indicate, curriculums both academic and occupational should be added.

   f. Faculty teaching loads should be comparable to those in state two-year colleges.

   g. Each institution should strive to achieve regional accreditation.

CHAPTER VII

MANPOWER DISTRIBUTION AND NEEDS

It is generally accepted that our educational system serves several purposes in our society. It is a primary means by which individuals may discover and attain their potential self-development. It offers an opportunity for those with ambition and ability to overcome handicaps of birth or accidents of upbringing and thereby alter their position in the structure of our society. It is the foundation on which our democratic society depends for informed and understanding voters to enable the democratic process to function effectively. It is also the vehicle by which young people may prepare themselves for a vocation in keeping with their interests and capabilities.

While reognizing these functions of education generally, it is our present purpose to direct our attention to the latter — that of preparing students for the world of work. It has long been a basic concept of our democratic society that the individual should have the freedom of choice to determine the kind of work by which he would earn his livelihood. The restrictive forces have been, his ability, his interests, his educational opportunity, competition and society's needs.

In considering manpower distribution and needs, those engaged in educational planning and development, must consider both the needs of the individual and society. This is particularly true with respect to public education and even moreso perhaps, with the community college where there is an acknowledged responsibility to this function.

As recently as fifteen years ago, the level of technology was such that a sophisticated education for middle manpower occupations was not required. The secondary school was a satisfactory agency for terminal mass education. However, since 1955, that condition has changed with a rapid expansion in the need for educated technicians. In 1963, The Panel of Consultants on Vocational Education pointed out that between then and 1972, there would be a need for approximately 120,000 new technicians each year.[24] A recent publication of the American Association of Junior Colleges declares that "the expanding needs of the economy for technical and semi-professional manpower and the resulting need for occupational training programs has placed emphasis on the technical training role of the junior college. Managerial, semiprofessional and technical, clerical and sales and highly skilled jobs will involve about half of the labor force by 1970. Proper preparation for most of these jobs will require some college training, but usually not the baccalaureate degree. Community junior colleges, technical institutes, and business colleges are the institutions that will educate the middle fifty per cent."[25]

Norman Harris, one of the leaders in junior college technical education, identifies five factors which he believes points to the junior college as the answer to the training need for technical manpower. These five factors are:

1. Junior colleges are a force in being, not a dream of the future. If all, or most all, junior colleges were to emphasize technical education, the results would be phenomenal, and almost immediate.

2. The junior college is typically located close to the student's home so that access to higher education becomes readily available and relatively inexpensive.

3. High school graduates, increasingly, want to go to college.

4. Junior colleges already have established liason with their feeder schools. Extension of this effort to include occupational infor-

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[24] *Education for a Changing World of Work*, Summary Report of the Panel of Consultants on Vocational Education, Washington, D. C., 1963.

[25] *An Introduction to American Junior Colleges*, American Association of Junior Colleges, Washington, D. C., 1967.

mation and guidance assistance to high school teachers would be a relatively easy matter.

5. Community colleges are sensitive to the need for general education.[26]

Yet the real potential of the community junior college in Oklahoma, as well as at the national level, in technical and semi-professional education is only partially realized. The low prestige or lack of acceptance of technical education as a respected vocational choice, contributes toward the problem of creating interest in technical careers — even with respect to those who have the greatest aptitudes for them.

A recent study by the Northwest Louisiana State College Department of Education revealed that in 1966 over 70 per cent of the existing junior colleges reported offering technical education curriculums. However, over 33 per cent also reported less than 10 per cent of their students enrolled in them, while 46 per cent indicated enrollments between 10 and 25 per cent of their student body.[27]

The National Advisory Council on Vocational Education in its First Annual Report described this situation when they wrote:

> "At the very heart of our problem is a national attitude that says vocational education is designed for somebody else's children. This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, students. We are all guilty. We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our values, our aspirations and our silent support is snobbish and undemocratic . . . .
>
> "The attitude must change. The number of jobs which the unskilled can fill is declining rapidly. The number requiring a liberal arts college education, while growing, is increasing far less rapidly than the number demanding a technical skill. In the 1980's, it will still be true that fewer than 20 per cent of our job opportunities will require a four-year college degree. Plumbers, carpenters and electricians make more than many school superintendents and college presidents; only the uninformed will allow themselves to feel that one is more worthy than the other."[28]

Presently, Oklahoma junior colleges are attempting to adjust to the need for providing more post secondary technical education. New curriculums are added yearly. Several have employed technical education specialists to assit in the identification and development of needed technical curriculums. College counselors are devoting more attention to providing vocational information to high school graduates who may be interested in opportunities in technical education. These are indications of a growing awareness of the significance of technical education among the functions of the two-year college.

Manpower Needs and Technical Education

As we approach a consideration of the relationship between Oklahoma's manpower needs and the term "technical education" it appears necessary that we identify more clearly the type of education which is referred to by use of that term. For some time, there has been misunderstanding and misconception in the public mind as to the differentiation of meaning among such terms as occupational education, vocational education and technical education. No doubt this has contributed to the general attitude that only the "less capable" should consider a vocational objective in one of the technologies. The Oklahoma Technical Education Council has adopted the following definition of technical education:

> "Technical Education is a planned sequence of classroom and laboratory experiences, usually at the post-secondary level, designed to prepare men and women for a range of job opportunities in well-identified fields of technology. The program of instruction normally

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26 Harris, Norman C., *Technical Education in the Junior College,* American Association of Junior Colleges, Washington, D. C., 1964.

27 *Status of and Need for Technical-Institute Programs in the Public Junior College,* Department of Education, Northwestern Louisiana State College 1966.

28 *First Annual Report,* National Advisory Council on Vocational Education, Washington, D. C., July, 1969.

includes study in mathematics, the sciences inherent in a technology, and selected skills, materials, and processes commonly used in the technology. Complete technical education programs provide intensive training in a field of specialization, and include basic communication skills as well as general education studies. Instruction in technical programs gives major emphasis to principles rather than to specific techniques or skills. Industrial applications of these principles are used wherever possible in the instructional program.

"The technical curriculum should prepare the graduate to: (1) obtain a job, (2) be a productive employee with a minimum of additional on-the-job training, (3) advance with the developments in the technology, and (4) continue his education through extension or other supplementary training programs.

"In terms of a cotinuum of technological occupations, technical education prepares for the area between the operator or special skill jobs and the established professions such as medicine, engineering, and science.

"The technician is frequently employed in industrial activities in direct support of the professional employee, performing such duties as designing, developing, testing, or modifying products and processes; planning production; writing reports; preparing estimates; analyzing, diagnosing, and solving technical problems.

"Technical personnel also are employed in the agricultural sciences, life sciences, and biological sciences in occupations which require pre-employment technical education."

When the term, technical education, is used to describe a formal program of occupational studies at the associate degree level, certain specifics can be identified.

1. The program is usually two years in length.

2. The content is derived from technical skills and knowledge requirements of technical occupations.

3. Mathematics and the physical and biological sciences are integral parts of the program; technical study is mathematics and science-based at all levels of the program.

4. The technical specialization is within an occupational field; but is not confined to, or limited by, the requirements of any single occupation or industry. The emphasis in instruction is placed on technical skills and knowledge that have broad applications.

5. Instruction is laboratory-oriented and makes use of many applications of the technical principles being studied. The emphasis is placed on analytical, rational thought processes rather than on the development of specific procedural techniques or skills.[29]

Roney and Braden also point out, that while two-year associate degree programs are the most common and make up the largest grouping, three- and four-year programs do exist. As certain technologies become more sophisticated, no doubt more will require a study period longer than two years.

It is apparent that there are other manpower needs than those represented in the spectrum of technical education. These vary in educational requirements on a continuum from a grade school education to several years of highly specialized graduate study. They range from the unskilled worker to the highly specialized professional and all along the range, the effective worker is the one who has the ability, desire and training appropriate to the type of work he is to perform.

It appears, there are two fundamental problems facing Oklahoma as it moves from an agrarian to an industrialized economy and as it strives to provide the type and quantity of trained manpower necessary to supply the new economic development. One is to develop and support a procedure by which manpower needs, both immediate and projected, can be identified, preferably by occupational classification on a "by firm basis" within industry divisions. The procedure should be continuous and the results must be available to all agencies charged with the responsi-

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[29] Roney, Maurice W. and Braden, Paul V., *Occupational Education Beyond the High School in Oklahoma,* Oklahoma State University, 1968, p. 11.

bility of providing trained manpower. The other is to develop a method for coordinating training and educational resources that are to be responsible for providing the various levels of needed manpower in such a manner that unnecessary duplication of effort can be avoided and responsibility for production can be identified.

In April of 1969, the Oklahoma Employment Security Commission published a document which described in great detail the character of the current manpower force in Oklahoma, and also projected the personnel requirements and training needs by occupation for selected years from 1967 to 1972.[30] The Commission also published at the same time companion documents for each of the eleven manpower areas in Oklahoma. The study was made as a result of a request and grant from the State Department of Vocational-Technical Education which was particularly concerned with the compilation of such information for use of curriculum development in area vocational schools.

The firms which cooperated in the study represented nine industry divisions, comprised of mining, construction, manufacturing, public utilities, wholesale-retail trade, service, government and medical and other health services. The employees within these industry divisions were divided into nine major occupational groups — professional-technical-managerial, clerical, sales, service, processing, machine trades, bench work, structural work and miscellaneous. Firms participating in the study were asked not only to classify their present workers within some 299 occupational titles but also to project their manpower needs by job title for the years 1969 and 1972.

The response to the survey was excellent. Of 2,544 firms which were in the sample, 1,783 or 70.1 per cent responded with usable information. The response per cent ranged from 67.5 to 94.1 among the industry divisions and represented 285,276 employees or 83.5 per cent of those sampled.

The findings of the study reveal that Oklahoma had a total of 704,200 in the non-farm work forces as of June, 1967. A similar study in October, 1963, showed a non-farm work force of 620,145, indicating an increase of approximately 84,000 in the four-year period. Even more significant, was the projected increase of 54,500 workers between June, 1967, and June, 1969, for a total of 758,700 and 111,300 between June, 1967, and June, 1972, for a total of 815,500 non-farm workers by the latter date. Table 27 shows the employment by industry division in Oklahoma as of June, 1967 as well as projected employment for the years 1969 and 1972.

It will be noted that the industry divisions of manufacturing, finance-insurance-real estate and medical and other health services are expected to have the greatest per cent of worker growth during the period 1967 to 1972, with gains of 26.7, 20.9 and 20.7 per cent respectively. During the same period government and public utilities are projected to have the smallest per cent of worker increase.

While Table 27 presents projected employment increases by industry division on a state-wide basis, Table 28 indicates the anticipated percentage of increase in employment by industry division in each of the eleven Oklahoma manpower regions, 1967 to 1969 and 1967 to 1972. It will be observed that in 1967 the highest per cent of increase (50) is in the Mid-Eastern region. In construction, the largest number employed in 1967 was in the Oklahoma City area while by 1972, the greatest per cent of increase (32.8) is in the South Central region. With respect to manufacturing, the largest number (40,200) were employed in 1967 in the Tulsa region and the next largest (30,500), in the Oklahoma City area. While these two regions are expected to increase by 26.8 and 21.9 per cent respectively by 1972, the largest increase is anticipated in the Southwest region (177.3%) where 1,630 were so employed in 1967. State-wide employment in finance-insurance-real estate is projected to increase by 20.9 per cent during the period 1967-1972, while in the North Central and Tulsa regions, the increase is expected to be 31.5 and 31.4 per cent respectively. In the health and related fields, Tulsa shows the largest per cent of increase (31.3) for the projection period.

It should be noted that these percentages are likely to underestimate the actual rate of growth for the years indicated, since they do not take into consideration the growth that will occur as a result of new industries moving into the state.

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[30] Manpower in Oklahoma: Industrial and Occupational Analysis, Oklahoma Employment Security Commission, 1969, (Oklahoma City).

TABLE 27

EMPLOYMENT BY NONFARM WAGE AND SALARY INDUSTRY DIVISION

Industry Division	Employment			Absolute Change June 1967 to —		Percent Change June 1967 to —	
	June 1967	June 1969	June 1972	June 1969	June 1972	June 1969	June 1972
Total Wage & Salary Employment	704,200	758,700	815,500	54,500	11,300	7.7	15.8
Mining	41,100	43,200	45,700	2,100	4,600	5.1	11.2
Construction	35,100	38,000	41,900	2,900	6,800	8.3	19.4
Manufacturing	114,700	131,100	145,300	16,400	30,600	14.3	26.7
Public Utilities	48,900	51,100	53,500	2,200	4,600	4.5	9.4
Wholesale-Retail Trade	157,500	169,500	182,400	12,000	24,900	7.6	15.8
Finance-Insurance-Real Estate	34,000	37,200	41,100	3,200	7,100	9.4	20.9
Service	95,900	105,000	114,100	9,100	18,200	9.5	19.0
Government	177,000	183,600	191,500	6,600	14,500	3.7	8.2
Medical & Other Health Services*	57,400	63,800	69,300	6,400	11,900	11.1	20.7

*Data shown as Medical and Other Health Services are also included in the overall categories of Service and Government.

SOURCE: Oklahoma Employment Security Commission.

In addition to the state-wide projections of employment in 1969 and 1972, by industry divisions and the employment projections for the same periods by industry divisions within the eleven manpower regions, the Oklahoma Employment Security Commission manpower study also produced projections of net additional state manpower needs for 1969 and 1972 in certain selected occupations. The study points out that the demand for new workers consists not only of expansion but also includes replacement needs for persons who will leave the labor force for various reasons. For the individual occupations, replacements available, or supply, are subtracted from total demand in order to reveal net additional needs. Again, when considering projected occupational needs presented in Table 29, one should bear in mind that the projected net additional needs do not include the needs of new industries which may move into the state.[31]

[31] Readers who are interested in net additional manpower requirements as projected for each of the eleven Oklahoma manpower regions for 1969 and 1972, are encouraged to secure the appropriate Regional Manpower in Oklahoma publications of the Oklahoma Employment Security Commission, Research and Planning Division, Will Rogers Memorial Office Building, Oklahoma City, Oklahoma.

Most of the occupations listed as professional and management require a minimum of a baccalaureate or a first professional degree while those in the technical category usually require from two to three years of post high school training depending upon the sophistication of the technology. An analysis of Table 29 reveals the following twenty technical occupations which will have a projected trained worker shortage in 1972.

Occupation	Net Additional Needs 1972
Draftsman (all types)	876
Civil Engineering Technician	464
Electronics Technician	358
Instrumentation Technician	74
Laboratory Technician	314
Mechanical Engineering Technician	123
Medical Technologist	261
Medical Laboratory Assistant	250
Medical Assistant	135
Medical Records Librarian	103
Medical Records Clerk	283
Nurse (General Duty or Office)	2,227
Nurse (Licensed Practical)	2,267
Physical Therapist	113
Psychiatric Aide	295
Programmer (Business)	266
Programmer (Engineering and Scientific)	161
Quality Control Technician	383
Radiologic Technician	178
Surgical Technician	247

TABLE 28

JUNE 1967 REGIONAL EMPLOYMENT AND PERCENT GROWTH BY MAJOR INDUSTRY DIVISION

ITEM	State Total	Ok. City SMSA	Tulsa SMSA	NW Region	NC Region	NE Region	ME Region	SE Region	EC Region	SC Region	SWC Region	SW Region
Total Wage & Salary Employment	704,200	224,900	166,100	14,300	59,290	34,760	33,750	30,540	19,530	30,080	44,410	20,710
Percent Change 1967-1969	7.7	6.0	10.5	8.3	7.7	6.5	6.4	3.3	7.7	9.3	7.5	17.1
Percent Change 1967-1972	15.8	14.2	20.3	15.2	16.6	13.0	12.7	8.0	15.7	17.1	14.1	24.4
Mining	41,100	7,000	13,400	1,420	2,760	7,580	440	550	1,840	3,720	1,700	460
Percent Change 1967-1969	5.1	4.3	6.9	0.0	2.2	5.0	38.6	— 9.1	2.7	1.1	11.8	0.0
Percent Change 1967-1972	11.2	5.3	15.4	1.4	9.8	12.4	50.0	— 1.8	3.8	4.0	28.2	— 8.7
Construction	35,100	11,600	10,000	820	2,450	1,710	1,820	1,600	960	1,280	1,740	1,440
Percent Change 1967-1969	8.3	9.8	12.4	9.8	7.3	9.4	3.3	—25.0	2.1	14.8	1.7	18.1
Percent Change 1967-1972	19.4	21.1	29.0	23.2	11.8	22.8	4.9	—26.2	5.2	32.8	4.0	27.8
Manufacturing	114,700	30,500	40,200	560	10,360	6,790	6,980	4,980	2,770	4,510	7,300	1,630
Percent Change 1967-1969	14.3	9.5	14.3	48.2	11.2	7.5	5.3	14.5	22.0	22.4	16.8	133.1
Percent Change 1967-1972	26.7	21.9	26.8	69.6	23.6	12.4	12.9	30.5	46.2	37.2	23.6	177.3
Public Utilities	48,900	14,300	15,200	1,190	4,620	1,440	2,000	1,610	1,200	2,140	2,960	1,110
Percent Change 1967-1969	4.5	5.0	6.1	5.0	1.3	5.6	0.5	4.3	0.8	3.3	1.7	10.8
Percent Change 1967-1972	9.4	9.8	11.2	13.4	3.9	11.1	3.5	9.3	— 1.7	8.4	5.4	26.1
Wholesale-Retail Trade	157,500	51,100	38,500	3,700	13,080	5,750	7,540	5,820	4,680	6,160	10,430	5,610
Percent Change 1967-1969	7.6	7.9	8.0	12.7	10.5	5.2	5.2	1.4	7.3	7.3	7.8	5.5
Percent Change 1967-1972	15.8	17.2	16.5	20.0	21.2	13.0	9.9	2.4	16.2	13.1	14.8	12.7
Finance-Insurance-Real Estate	34,000	13,600	8,300	510	2,190	1,040	1,080	880	820	1,020	1,650	820
Percent Change 1967-1969	9.4	5.9	15.5	5.9	11.4	6.7	5.6	11.4	8.5	9.8	6.1	15.9
Percent Change 1967-1972	20.9	14.2	31.4	13.7	31.5	13.7	11.1	29.5	15.9	16.7	15.8	29.3
Service	95,900	31,800	24,900	1,700	8,450	3,870	3,970	3,050	3,210	4,090	5,360	2,860
Percent Change 1967-1969	9.5	6.9	13.6	5.9	7.9	13.2	11.1	1.0	6.2	14.9	9.9	5.6
Percent Change 1967-1972	19.0	21.9	21.7	10.0	15.1	19.4	17.6	2.6	10.3	21.5	17.5	7.0
Government	177,000	65,000	15,,600	4,400	15,380	6,580	9,920	12,050	4,050	7,160	13,270	6,780
Percent Change 1967-1969	3.7	2.1	5.6	4.1	5.2	4.0	6.8	3.7	5.2	4.7	2.9	5.8
Percent Change 1967-1972	8.2	5.3	11.9	9.8	12.5	8.4	14.6	6.1	11.4	11.9	8.4	5.5
Medical & Other Health Services	57,400	16,710	11,020	2,290	4,720	3,590	4,410	3,270	2,210	2,720	2,650	2,240
Percent Change 1967-1969	11.1	5.9	21.0	5.2	9.7	13.6	10.9	4.9	7.7	14.3	15.5	9.8
Percent Change 1967-1972	20.7	18.7	31.3	9.2	18.4	20.9	17.9	14.4	13.1	21.3	27.5	12.5

SOURCE: Oklahoma Employment Security Commission.

The projected net additional manpower requirements listed in Table 29 are not intended to be refined estimates. Even though they are presented in precise form, they are intended to present the magnitude of the training need only. Factors such as in-migration and out-migration, returning military personnel and company transfers were not considered, due to the lack of such data.

In any event, many of the projected training needs are in health and engineering technologies, mid-management, clerical and skilled trades. This is the area designated as "middle manpower jobs" where Harris and others estimate that by 1970, fifty per cent of the jobs will be.[32] With regard to the relationship between employment and education, their projection is that in 1970, 6 per cent of those employed will have a grade school education and will be engaged in semi-skilled and service work, 26 per cent or less will have high school and/or vocational school training and be employed

[32] Harris, p. 27.

TABLE 29

NET ADDITIONAL MANPOWER REQUIREMENTS

Occupation	June 1969	June 1972
PROFESSIONAL, TECHNICAL & MANAGERIAL		
Architect	23	57
Draftsman, Architectural	33	66
Electronic Engineer	41	105
Electrical Engineer	41	105
Electrical Technician	25	88
Electronic Technician	115	270
Systems Engineer, Electronic Data Processing	31	64
Draftsman, Electrical	18	46
Draftsman, Electronic	26	58
Instrumentation Technician	41	74
Civil Engineer	171	298
Civil Engineering Technician	189	464
Draftsman, Civil	39	99
Mechanical Engineer	311	693
Tool and Die Designer	52	99
Mechanical Engineering Technician	63	123
Draftsman, Mechanical	219	413
Chemical Engineer	44	116
Petroleum Engineer	106	288
Draftsman, Geological	77	165
Director, Quality Control	13	31
Industrial Engineer	73	152
Industrial Engineering Technician	37	59
Draftsman, Map	1	29
Surveyor	51	137
Quality-Control Technician	164	383
Mathematician	13	36
Project Director, Business Data Processing	38	75
Programmer, Business	118	266
Programmer, Engineering & Scientific	69	161
Statistician	57	142
Chemist	118	273
Physicist	4	11
Geologist	116	279
Laboratory Technician (Tester)	132	314
Agronomist	13	23
Economist	14	33
Director, Nursing Service	38	87
Nurse, Head or Supervisor	406	921
Nurse, General Duty or Office	920	2,227
Nurse, Industrial Staff (Occupational)	20	40
Dietitian	76	152
Medical Technologist, Chief	21	51
Medical Technologist or Biochemistry Tech.	121	261
Radiological Technologist	37	76
Medical Laboratory Assistant	99	250
Occupational Therapist	28	48
Medical Assistant	57	135
Occupational Therapy Aide	25	66
Nurse, Licensed Practical	1,121	2,267
Physical Therapist	66	113
Surgical Technician	89	247
Librarian	81	202

Occupation	June 1969	June 1972
PROFESSIONAL, TECHNICAL & MANAGERIAL (Continued)		
Medical-Record Librarian	53	103
Abstractor	30	55
Copy Writer	16	44
Reporter	54	163
Copy Reader	6	20
Writer, Technical Publications	43	96
Illustrator	10	36
Lay-Out Man (Printing & Publishing)	24	86
Cameraman or Photographer	11	41
Accountant	455	1,187
Cost Estimator	140	297
Buyer	118	251
Purchasing Agent	114	313
Public Relations Man	58	158
Special Agent	168	341
Manager, Credit & Collection	94	248
Safety Man	13	32
Building Inspector	6	21
Claim Examiner	17	37
Park Ranger	9	26
Underwriter	54	136
Manager, Traffic	32	91
Manager, Parts	27	127
Bank Cashier	17	54
Loan Officer	235	584
Superintendent, Hospital (Administrator)	22	40
Leaseman	11	30
Credit Analyst	20	50
Appraiser	13	43
Social Worker	337	828
Radiographer (Industrial X-Ray Operator)	7	15
CLERICAL		
Secretary	1,445	3,445
Stenographer	1,159	2,846
Personnel Clerk	187	484
Clerk-Typist	1,379	3,288
Statement Clerk	58	161
Bookkeeper, Hand	577	1,755
Cashier	251	1,240
Teller, Bank	363	869
Card-Tape-Converter Operator	38	94
Digital-Computer Operator	106	267
Key-Punch Operator	255	562
Data Typist	27	112
Tabulating-Machine Operator	96	227
Bookkeeping-Machine Operator	684	1,650
Pay-Roll Clerk	262	651
Transit Clerk	36	104
Clerk, General Office	2,527	7,000
Ward Clerk	245	510
Interest Clerk	38	72
Programmer, Detail	62	111

TABLE 29 (Continued)

Occupation	June 1969	June 1972
CLERICAL (Continued)		
Sorting Clerk	66	184
Accounting Clerk	813	2,165
Parts Clerk, Automotive	109	301
Post Office Clerk	645	1,503
Mail Carrier	356	958
Telephone Operator (PBX Operator)	561	1,637
Claim Adjuster	48	180
Room Clerk	48	158
Claim Examiner (Claim Auditor)	15	22
Credit Clerk (Loan Application)	12	44
Claim Clerk	91	165
New Account Clerk	109	270
Loan Closer	18	52
Medical Record Clerk	124	283
SALES		
Salesman, Insurance	226	551
Salesman or Broker (Real Estate)	226	551
Salesman, Services	356	830
Salesman, Securities	26	61
Salesman and Salesperson, Commodities	2,574	6,975
Sales Clerk	3,696	9,523
Routeman	541	1,408
Manager, Department (Retail)	388	943
SERVICE		
Hostess, Restaurant or Coffee Shop	112	338
Meat Cutter or Butcher	309	730
Food Service Supervisor	38	104
Nurse Aide — Orderly	2,725	6,849
Psychiatric Aide	121	295
Fireman (Fire Department)	173	399
Policeman or Detective	308	640
PROCESSING		
Plater (Electroplating)	32	87
Heat Treater	49	78
Caster	32	71
Grinding Mill Operator	14	39
Coremaker (Foundry)	13	32
Molder (Foundry)	9	23
Grinder Operator (Grain & Feed Mills)	8	15
Butcher, All-round	93	242
Grader, Meat	10	23
Boner or Skinner (Meat)	34	94
Baker	108	234
Stillman (Petroleum Refining)	92	233
Pumpman (Petroleum Refining)	9	29
MACHINE TRADES		
Machinist (All Around)	653	1,351
Instrument Maker	13	32
Machine Builder	2	7
Lay-Out Man (Machine Shop)	81	172
Tool and Die Maker	184	296

Occupation	June 1969	June 1972
MACHINE TRADES (Continued)		
Template Maker	44	93
Machine Set-Up Operator	268	571
Precision Grinder	127	266
Machine Tool Operator, Production	652	1,506
Forging-Press Operator	18	45
Die Setter (Forging)	69	177
Shear Operator, Power	50	138
Punch-Press Operator	332	581
Press Operator (Heavy Duty)	26	55
Brake Operator, Power	33	65
Metal Fabricator (Structural Fitter)	271	540
Roll Operator, Sheet Metal	15	44
Mechanic, Air Conditioning (Automobile)	69	174
Mechanic, Automobile	691	1,416
Mechanic, Aircraft and Engine	73	222
Mechanic, Aircraft Jet Engine	117	280
Mechanic, Aircraft Accessories	312	697
Mechanic, Farm Equipment	38	83
Mechanic, Diesel	112	274
Office Machine Serviceman	186	462
Mechanic, Air Conditioning or Refrigeration	81	205
Mechanic, Maintenance	404	937
Millwright	8	77
Linotype Operator	35	90
Cylinder-Press Man	49	112
Offset-Press Man	67	159
Cabinetmaker	152	193
Millman	514	566
BENCH WORK		
Bench Grinder	62	167
Assembler, Product	1,041	2,369
Instrument Man	142	280
Radio & Television Repairman	27	68
Electric Motor Repairman	8	29
Electronics Assembler	489	972
Painter, Spray	173	372
Furniture Finisher	117	162
Furniture & Hardware Assembler	207	263
Furniture Upholsterer	20	44
Cutter, Hand or Machine	69	146
STRUCTURAL		
Structural Steel Worker	179	407
Sheet Metal Worker	118	343
Assembler, Aircraft Structures & Surface	299	810
Automobile Body Repairman	231	507
Assembler, Subassembly (Aircraft)	188	305
Lay-Out Man (Structural)	159	321
Welding Machine Operator	95	233
Welder	687	1,714
Flame Cutting Machine Operator	66	123
Flame Cutter, Hand	26	63
Lineman	305	843
Radio Mechanic	13	35

TABLE 29 (Continued)

Occupation	June 1969	June 1972
STRUCTURAL (Continued)		
Electrician	428	970
Aircraft Mechanic, Electrical	69	182
Appliance Repairman, Household	61	147
Electronics Mechanic	142	397
Cement Mason or Concrete Finisher	75	358
Painter, Automobile	84	166
Heavy Equipment Operator	323	967
Carpenter	339	1,022
Bricklayer	174	417
Tile Setter or Terrazzo Worker	68	201
Plumber or Pipefitter	101	395
Floor Layer	30	79
Roofer	23	89
Maintenance Man	182	352
Maintenance Man, Building	592	1,370
MISCELLANEOUS		
Stationary Engineer	97	286
Power Plant Operator	35	90
Transmitter Operator	2	7
Photolithographer	6	26

SOURCE: *Manpower in Oklahoma*, Oklahoma Employment Security Commission, Oklahoma City, Oklahoma, p. 89-99.

in semi-skilled and skilled jobs, 18 per cent will be managers or practicing in the professions and will have a baccalaureate or higher degree while 50 per cent will be in clerical and sales, semi-professional and technical or management and will have been trained in a community junior college, technical institute, university extension center or business college.

Implications for Junior Colleges

Data relating to future manpower needs is a valuable source of information for junior colleges in the development of technical education programs. Without such information, educational planners have no assurance that the educational programs which the college offers will meet either the manpower needs of society or the occupational objective of the student.

The comprehensive junior college, with an "open door" admission policy receives students who have a variety of interests and abilities. Many are undecided as to their educational objective and uninformed concerning occupational opportunities for which they may be suited. Institutions have a responsibility to provide educational programs with sufficient diversity to enable each student to select one consistent with his interests and capabilities. In providing diversity of programs, the institution also has a responsibility to society to offer educational programs that will produce trained personnel to meet the manpower needs. At the same time, it is doubtful if the comprehensive junior college can adequately perform either of these functions without an effective counseling program to assist students in selecting educational objectives which are appropriate to their interests and abilities, regardless of how diversified the educational offerings may be. It is imperative that community junior colleges offering technical education programs have access to information concerning manpower needs; that they use the information in determining the educational programs they offer and that they provide effective counseling services to assist students in the selection of appropriate educational objectives.

CHAPTER VIII

SPECIAL PROBLEMS

Background

During 1969, seven special requests relating to junior college education were presented to the Oklahoma State Regents for Higher Education. Three were applications for feasibility studies under provisions of Senate Bill No. 2 of the Thirty-First Oklahoma Legislature,[33] to determine the need for establishment of community junior colleges in the cities of Ardmore, Henryetta and Woodward. One was an application by petition from residents of the Capitol Hill area of Oklahoma City for a feasibility study to determine the need for a community junior college in that area.[34] Another request, represented by House Concurrent Resolution No. 1003 and subsequently by Senate Bill No. 104 directed the State Regents to study the feasibility of converting Altus Junior College, a municipal junior college, to a fully state-supported two-year institution.

Also, the 1969 Oklahoma Legislature passed Senate Concurrent Resolution No. 36 which stated that the Oklahoma State Regents for Higher Education should give study to the feasibility of converting El Reno Junior College, Poteau Community College, Sayre Junior College, Seminole Junior College and all other community and municipal junior colleges into state junior colleges. Finally, the 1969 Legislature passed a resolution creating a committee to study the functions and operations of Oklahoma Military Academy and the committee report was transmitted to the State Regents toward the close of the legislative session.

Upon receipt of these various requests, the State Regents acknowledged them and directed their staff to conduct an individual study of each and also inasmuch as they were related to the more extensive Study of Junior College Education in Oklahoma to include a summary of each in that study.

Ardmore

In January, 1969, the County Commissioners of Carter County, the Board of Education of Ardmore School District No. 19 and the Ardmore City Commission filed applications with the Oklahoma State Regents for Higher Education proposing the establishment of a community junior college in Ardmore in accordance with the provisions of Senate Bill No. 2, enacted by the 1967 Oklahoma Legislature. Subsequently, the State Regents authorized a survey of the proposed community college district to determine whether it would meet the standards and criteria for the establishment of such an institution.

The study, which was published by the State Regents as a separate research document,[35] revealed that the proposed district would not meet two of the six criteria for the establishment of a community junior college in that:

a. It would duplicate to some degree, the offerings of three existing public colleges and would particularly duplicate those of a junior college within thirty miles of Ardmore, and

b. There is no assurance that adequate local funds can be provided for the educational and general operation of the institution.

The recommendation concerning the applications proposing the creation of a community junior college in Ardmore is included in the general recommendations of this study in Chapter IX.

Capitol Hill

The 1969 Oklahoma Legislture amended Section 1402, Article XIV, Oklahoma Higher Educa-

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33 O. S. Supp., 1968, Title 70, Section 4402.

34 Ibid., as amended by Section 1, H. B. 1156, 1969 Legislature.

35 Oklahoma State Regents for Higher Education, "Report of a Survey to Determine the Need for and Feasibility of the Establishment of a Community Junior College in the Carter County Area of Oklahoma."

tion Code, Supplement 1968, to provide that a "community junior college may be established in an area whose geographical boundaries are not co-extensive with those of one or more cities, counties, towns and/or school districts, if the population of such area is not less than seventy-five thousand (75,000) and the assessed valuation is not less than seventy-five million dollars ($75,000,000) to be determined by the State Regents and an application therefor is made by petition signed by not less than five per cent (5%) of the legal voters residing in such area."

In June, 1969, the Greater Capitol Hill Chamber of Commerce submitted an application in the form of a petition to the State Regents for the establishment of a community junior college in the Capitol Hill area. The petition bore the signatures of 3,234 legal voters residing in the area described in the application. The State Regents accepted the petition and directed their staff to conduct a study to determine if the proposed district met the legal qualifications and if so, to further determine if the proposed community college met the standards and criteria for the establishment of such an institution.

It was subsequently determined that the signatures on the petition were sufficient; that the proposed district met the other legal qualifications and a study was conducted to determine the feasibility of the proposed community college.

The study, which was published by the State Regents as a separate research document,[36] revealed that the proposed community college met the standards and criteria for the establishment of community junior colleges. The recommendation concerning the application is included in the general recommendations of this study in Chapter IX.

Henryetta

In July, 1969, applications were filed with the State Regents by the Boards of Education of nine independent school districts located in Okmulgee, Okfuskee, Hughes and McIntosh counties proposing the establishment of a community junior college in Henryetta in accordance with the provisions of Senate Bill No. 2, enacted by the 1967 Oklahoma Legislature. The school districts were Henryetta, Morris, Wilson, Dewar, Preston and Schulter in Okmulgee County; Dustin in Hughes County; Graham in Okfuskee County and Hanna in McIntosh County.

The State Regents acknowledged the applications and authorized the staff to conduct a study to determine the feasibility of and the need for the proposed community college.

The study, which was published by the State Regents as a separate research document,[37] revealed that the proposed community junior college would not meet the State Regents' criteria for the establishment of a community junior college since:

a. It would duplicate to some extent offerings of existing colleges;

b. It would not have a full-time-equivalent enrollment of over 500 students by the second year of operation or over 1,000 students by the fifth year;

c. There is no assurance of adequate local support for educational and general operation of the institution.

d. No suitable permanent sites are available although there are satisfactory temporary sites.

The recommended action related to the application is included in the general recommendations of this study in Chapter IX.

Woodward

The County Commissioners of Woodward County and the Boards of Education of several independent school districts in northwest Oklahoma filed applications with the Oklahoma State Regents for Higher Education proposing the estab-

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[36] Oklahoma State Regents for Higher Education, "Report of a Survy to Determine the Need for and Feasibility of the Establishment of a Community Junior College in the Capitol Hill Area of Oklahoma City."

[37] Oklahoma State Regents for Higher Education, "Report of a Survey to Determine the Need for and Feasibility of the Establishment of a Community Junior College in Henryetta."

lishment of a community junior college in Woodward. The school districts were Fargo, Arnett, Gage and Shattuck in Ellis County; Seiling and Vici in Dewey County; Laverne in Harper County and Fort Supply in Woodward County.

The applications were filed in accordance with the provisions of Senate Bill No. 2, enacted by the 1967 Oklahoma Legislature. The State Regents accepted the applications and authorized the staff to make a study of the proposed community college district to determine the need for and feasibility of establishing such an institution there.

The study, which was published by the State Regents as a separate research document,[38] revealed that the proposed community junior college would not meet the State Regents' criteria for the establishment of such institutions since:

a. It would not have a full-time-equivalent enrollment of over 500 students by the second year of operation or over 1,000 students by the fifth year; and

b. There is no assurance of adequate local support for the educational and general operation of the institution.

The recommended action relative to the application is included in the general recommendations of this study in Chapter IX.

Altus Junior College

The 1969 Oklahoma Legislature passed House Concurrent Resolution No. 1003 which stated in Section 1, "The need for a state-supported junior college in southwestern Oklahoma is hereby recognized, and the State Regents for Higher Education are hereby requested to give study to methods of establishing such a junior college in the most practical and economical manner possible, including the possible acquisition and conversion of Altus Junior College into a state-supported junior college."

Subsequently, the Legislature passed Senate Bill No. 104, which provided in Section 2, "The Oklahoma State Regents for Higher Education are hereby directed to complete the study authorized by House Concurrent Resolution No. 1003 . . . and upon a finding of need and feasibility are authorized to establish a two-year junior college in Altus to serve Jackson, Tillman, Kiowa, Greer and Harmon counties and surrounding area, if provision is made locally for the donation to the State of Oklahoma of a suitable site for the college, which shall be known as the Altus Junior College and shall be an integral part of The Oklahoma State System of Higher Education." The Act continued in Section 3, "The State Regents for Higher Education upon said finding of need and feasibility as provided in Section 2, are directed to negotiate with the Board of the now existing Altus Junior College and make all appropriate arrangements for the conversion of this institution to a state junior college, including the continued use of existing facilities, faculty and other resources for the period of time necessary to achieve the conversion and to maintain and operate the college during the period of transition."

The State Regents acknowledged the Legislative intent as represented by Senate Bill No. 104, and instructed their staff to conduct a study of Altus Junior College and the area to be served by it, to determine the need for and feasibility of converting the institution to a state-supported junior college.

The study, which was published by the State Regents as a separate research document,[39] revealed that by the Fall semester, 1970-71, the Altus Junior College would meet the State Regents' criteria.

The recommended action relative to the conversion of Altus Junior College is included in the general recommendations of this study in Chapter IX.

Other Community Junior Colleges

The 1969 Oklahoma Legislature passed Senate Concurrent Resolution No. 36 which stated, "The State Regents for Higher Education should give

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[38] Oklahoma State Regents for Higher Education, "Report of a Survey to Determine the Need for and Feasibility of the Establishment of a Community Junior College in the Woodward Area of Oklahoma."

[39] Oklahoma State Regents for Higher Education, "Report of a Survey to Determine the Need for and Feasibility of Converting Altus' Junior College to a State-Supported Junior College."

study to the need of establishing and financing state junior colleges in Oklahoma, in the most practical and economical manner possible, same to be determined by the Regents on the basis of feasibility; and one solution would be the conversion of the El Reno Junior College, the Poteau Community College, the Sayre Junior College, the Seminole Junior College and all other community and municipal colleges into state junior colleges."

The State Regents acknowledged the Legislative intent as expressed by Senate Concurrent Resolution No. 36 and instructed their staff to conduct a study of each of these colleges to determine the need for and feasibility of converting them to state junior colleges.

In addition to the four municipal colleges specifically mentioned in Senate Concurrent Resolution No. 36, two others currently exist in Oklahoma. They are Altus Junior College, referred to previously,[40] and Oscar Rose Junior College located at Midwest City and scheduled to open the Fall semester, 1970.

The study, which was published by the State Regents as a separate research document,[41] revealed that the four municipal junior colleges now in operation, El Reno, Poteau, Sayre and Seminole, do not at present meet the standards and criteria for becoming state junior colleges. It further revealed that while Oscar Rose Junior College has a projected enrollment of 1,000 full-time-equivalent students when it opens, that enrollment does not currently exist.

The recommended action concerning the conversion of local municipal junior colleges to state-supported junior colleges is included in the general recommendations of this study in Chapter IX.

Oklahoma Military Academy

The 1969 Oklahoma Legislature passed a resolution creating a committee to study the functions and operations of Oklahoma Military Academy. A report of its findings was transmitted to the Oklahoma State Regents for Higher Education and to the institutional governing board. Concurrently, a special State Regents' sub-committee was also studying the problem and a report of that committee's findings was presented to the full membership of the State Regents at their May, 1969, meeting. The Committee report stated, "It will be observed that there are no provisions in the State Regents' admission policy for two-year colleges in the State System which might discriminate against any applicant on the basis of sex. Historically, because its function has been primarily that of a military academy, and because military science has historically been the exclusive domain of men, Oklahoma Military Academy has confined its admission to men only. In recent years, however, the institution has opened its doors to women in the evening, although they have not heretofore been allowed to enroll in the day program.

On the basis of the foregoing, it would appear that State System policy does not now preclude the enrollment of women at the Oklahoma Military Academy, and it is therefore the consensus of the committee that women are now eligible for enrollment at the institution . . . . Also, because there is presently an adequate upper-division and graduate educational resource in the geographic area being served by Oklahoma Military Academy, with a corresponding shortage of comprehensive lower-division opportunity, and because Oklahoma Military Academy is ideally situated to serve a rapidly expanding industrial and population area, it is the consensus of the committee that the institution located at Claremore should continue to serve the state and its own service area through a comprehensive two-year program of education for both men and women, including a four-year (two high school; two college) Military Science program."

The State Regents adopted the report of the subcommittee and voted to devote further study to the functions and standards of admission at Oklahoma Military Academy as a part of the comprehensive study of junior college education in Oklahoma.

The study, which was published by the State Regents as a separate research document,[42]

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[40] Ibid.

[41] Oklahoma State Regents for Higher Education, "Report of a Study to Determine the Need for and Feasibility of Converting Local Municipal Junior Colleges to State-Supported Junior Colleges."

[42] Oklahoma State Regents for Higher Education, "Report of a Study of the Functions of Oklahoma Military Academy."

traced the historical development of Oklahoma Military Academy, its changing educational program, the enrollment pattern of both the high school and the junior college, the recent composition of the student body, student costs, utilization of campus facilities and the relationship of the institution to the economic growth of the area.

The study revealed Oklahoma Military Academy is located in the center of a rapidly developing industrial complex — close enough that students can commute without difficulty. The educational needs of the area will be those which are normally supplied by a typical comprehensive community college. Pressures from industry for needed educational services will be strong. No other post-secondary educational institution exists within commuting distance to supply these educational services although long-range plans call for the establishment of a northeast campus of Tulsa Junior College to serve the northeast Tulsa and Catoosa areas. Even so, the construction of such a campus cannot be completed for several years whereas the educational needs for a comprehensive community college in the area are already developing. Also the cost of constructing a new campus to serve 2,000 students in northeast Tulsa would range from $5 to $8 million depending on the type of construction and future construction costs while the Oklahoma Military Academy facilities twenty miles away (with some construction of library and laboratory space) will already accommodate that number.

The recommendation relative to the functions of Oklahoma Military Academy is included in the general recommendations of this study in Chapter IX.

CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

It is recognized that higher education in Oklahoma has undergone many significant developments during the most recent ten year period. For example, student enrollment in the State System of Higher Education has increased by slightly less than 100 per cent, moving up from 41,882 in the fall semester of 1959 to a total of 83,291 in the 1969 fall semester. In all Oklahoma Higher Education — both public and private — enrollments increased by 83.3 per cent, going from a total of 56,182 in 1959 to 102,987 in 1969.

In addition, the latest figures compiled by the State Regents reveal approximately 67 per cent of Oklahoma's high school graduates go on to college, as compared with the national average of about 60 per cent. In the spring of 1969, Oklahoma high schools graduated a total of 35,809 seniors. In the fall semester of 1969, Oklahoma colleges and universities enrolled 25,180 first-time freshmen, a number equal to about 70 per cent of the spring high school graduates. After allowances for student migration, it appears that about 67 per cent of the high school graduates went on to college in the 1969 fall semester. This college-going rate places Oklahoma at or near the top among the 50 states.

Oklahoma currently maintains 35 colleges and universities, 18 of which are state supported, 5 are community junior colleges and 12 are maintained and operated by churches or private agencies. Oklahoma ranks 7th among the 50 states in the ratio of state institutions to population.

Although Oklahoma's population comprises only 1.25 per cent of the United States' population, Oklahoma's colleges and universities conferred 1.58 per cent of the bachelor's degrees, 1.39 per cent of the master's and 1.77 per cent of the doctor's degrees granted nationally in the last year for which statistics are available. The most significant development in degrees conferred over the past decade has been the shift in production away from the state universities toward the four-year colleges. In 1959, the state universities produced nearly two-thirds of the bachelor's degrees conferred in the State System, 3,402 as compared with 1,793 for the state colleges. In 1969, however, the state colleges granted more than one-half the bachelor's degrees, 4,697 to 4,684 for the two universities.

Oklahoma public higher education will expend approximately $235 million in construction of new academic facilities during the decade 1965-1975. The projected expenditure includes both state and federal funds already expended or expected to be forthcoming between now and 1975. Projects totaling approximately $60 million have already been completed as a part of the first five-year phase of a ten-year program. Yet to be accomplished are projects totaling $82.5 million during the second phase. In addition, the program calls for expenditures of $80.5 million at the University of Oklahoma Medical Center, and approximately $12 million in the development of community and new junior colleges.

Notwithstanding these and other significant developments in the growth of Oklahoma higher education, certain general conclusions emerge from the state-wide study of junior college education. These conclusions are stated below and form the base for the recommendations.

Conclusions

1. **Accessibility of Institutions.** — In the historical development of Oklahoma, a number of colleges and universities have been established. Most of these have been located outside the urban areas and have become residential institutions. With the exception of the greater metropolitan Oklahoma City and Tulsa areas, there appears to be little justification for any new two-year institutions. Projections of potential student enrollments substantiate this conclusion. Population shifts which may be expected in the future lead one to conclude, however, that in the interests of accessibility and economy new opportunities will be needed and older institutions evaluated and changed.

2. **Post-High School Education Opportunity.** — While the post-high school attendance patterns of Oklahoma youth are high when compared to other states, there still is a sizable percentage (about one-third) of the age groups 18 to 21 which have no current opportunities for any type of post-high school education. This is particularly true in the urban areas of Tulsa and Oklahoma City. It is also true however, in smaller population centers, especially those who are not in commuting distance of existing colleges. There are also few opportunities for older youth and adults to obtain necessary training and re-training or continued self-development.

3. **Need for Establishment of Lower-Division Education Areas.** — Multiple requests for additional lower-division post-high school educational opportunity from scattered areas of Oklahoma indicate a need for this type of education in certain localities. In many instances, the population of the area does not justify the establishment of a local community college campus, however, there is an apparent need for educational programs to meet those local needs. It would appear that in order to insure attention to these needs that the State of Oklahoma should be divided into educational service areas.

A thorough study of the manpower needs of the state has been conducted by the Oklahoma Employment Security Commission on the basis of their defined manpower regions. After considering a number of various alternatives, it would appear that these regions, with minor adjustments which consider specific situations from the viewpoint of the needs of education, constitute feasible educational service areas. Such areas may be used as a basis for assigning institutional responsibilities for meeting educational needs in geographical areas.

In addition, there is the need for a new type educational institution concept — one which is not limited to a specific geographical location known as **the campus.** Instead, each area should be thought of as an educational service area with educational programs offered at any location in the area where identified needs exist in quarters that might be permanent or temporary depending on the need.

4. **Duplication of Educational Effort.** — It appeared to the consultants that such practices among colleges as recruitment of students on a state-wide basis, unwarranted duplication of educational programs within community proximities, limiting programs to academic disciplines which are sometimes inappropriate for the abilities and interests of students, isolated and single institution planning for curriculum development, establishment of institutions which do not have sufficient potential for growth and similar practices are expensive and wasteful of the limited resources which are available to Oklahoma. Steps should be taken to eliminate or at least alleviate the causes of these wasteful procedures.

5. **Area Co-ordination of Lower Division Post-High School Education.** — An examination of the potential service areas of the existing two-year colleges when viewed in concert with similar areas of existing and planned area vocational-technical schools, indicates that these institutions working together to provide post-high school educational opportunities of a varied nature **could adequately** take care of current demands. However, if they work separately, it is likely that they will duplicate services, dilute financial resources and at the same time leave gaps of a serious nature.

There are currently no adequate policies for coordination and concerted utilization of facilities which affect the existing institutions at the post high school level. Such policies should offer opportunities for the two-year colleges, area vocational-technical schools, technical institutes and college and university extension programs that offer lower-division post-high school courses in an area to work together. This duplication of effort and responsibility results in rivalry among institutions and duplication of programs as well as poor use of the limited resources available to Oklahoma.

There exists in Oklahoma at the present time four separate types of institutions which carry out, at least in part, the role of the two-year community college. These are:

A. State-supported two-year colleges with their own governing boards.

   Oklahoma Military Academy at Claremore

Northern Oklahoma Junior College at Tonkawa
Tulsa Junior College at Tulsa

B. Local community colleges with individual governing boards.

Altus Junior College at Altus
Capitol Hill Junior College at Oklahoma City
El Reno Junior College at El Reno
Oscar Rose Junior College at Midwest City
Poteau Community College at Poteau
Sayre Junior College at Sayre
Seminole Junior College at Seminole

C. Special technical schools under the governing board of a state university.

Oklahoma City Technical Institute at Oklahoma City
Oklahoma State University School of Technical Training at Okmulgee

D. Two-year colleges historically oriented toward agriculture which are under the operational board which also governs a university and three other four-year colleges.

Connors State College at Warner
Eastern Oklahoma State College at Wilburton
Murray State College at Tishomingo
Northeastern A & M College at Miami

Also, there are several instances in which area vocational-technical schools currently report that they are offering work at a post-high school level. These schools are supervised at the state level by the State Board of Vocational and/or Technical Education. This can further complicate the problem, particularly if it is indicative in any way of a trend.

Under present procedures, there is virtually no communication or cooperative effort among these institutions in planning and developing programs at this level of education, except on an extremely informal basis. Such a basis is seldom effective.

The Oklahoma State Regents for Higher Education have the sole legal authority to establish standards for collegiate courses and for the awarding of degrees. This is an excellent provision in the legal structure and offers an opportunity for coordination at the collegiate level. It is by itself not sufficient, however, unless there are concomitant policy and legal steps taken which will enable the State Regents to make certain that all educational needs are adequately met.

6. **Inequality of Financing Procedures.** — Current methods of financing the operations and capital needs of the two year colleges are varied, inconsistent and inequitable to students and taxpayers. Some areas of the state have no access to education at this level, some have shared responsibility to support this level of education with the state, while others have access to a fully state-supported institution.

7. **Student Housing.** — Inasmuch as the educational service area concept anticipates that educational programs will be offered to students in the local area where they reside and that recruitment of students from other areas will be discouraged, it would appear that two-year colleges should use extreme caution in obligating themselves for additional student housing.

8. **Oklahoma Manpower Needs.** — In examining the manpower needs in Oklahoma, it is apparent that there will be need for an increasing portion of the labor force to work in semi-professional and technical occupations. A concomitant decrease in the employment opportunities for unskilled occupations is also clearly indicated. These technical and semi-professional occupational opportunities require post-high school training which is not sufficiently available at the present time. Nor is it likely to be in the near future unless student interest patterns and post-secondary educational programs are changed.

Current programs in two-year colleges do not adequately provide for the variety of student needs and abilities nor for the manpower needs of the state. The current requirements that most of these institutions limit their educational services to the environs of their immediate campus prevents these two-year colleges from being as effective as they should be in meeting the needs of the people of Oklahoma. Technical education programs in the two-year colleges, where the opportunity exists for effectively training employable technicians and semi-professional workers, are inadequately

financed. At the same time available technical education funds are spent in greater proportion on high school level programs.

Recommendations

The Study of Junior College Education in Oklahoma indicates to educational planners who look ahead to the educational needs of Oklahoma during the decade 1970-1980 that there should be a comprehensive educational opportunity at the lower division and post-high school level available to all Oklahoma citizens regardless of the area of the state in which they reside. Present facilities and institutional responsibilities are not adequate in location or in planning to make this possible. Therefore Oklahoma needs to implement a statewide plan for the systematic development of lower division post-high school education. Any plan so developed should provide what is normally termed comprehensive community college education including college transfer programs, technical education, continuing education, guidance services and basic education. These educational services should have the following characteristics insofar as possible.

1. They should be located close to the people — available to the greatest number in time and distance.

2. The educational programs should be adapted first to the needs of the area and secondly to those of the state.

3. They should be administered by persons familiar with local needs.

4. They should be financed partially with local funds.

5. The governmental structure should provide for local coordination of educational planning, programs and resources.

Therefore, the following recommendations are proposed:

1. **It is recommended that Oklahoma establish a state-wide system of comprehensive junior college — technical education whereby the citizens of all parts of the state may have an opportunity to participate in post-high school lower division education. The state would be divided into eleven geographic areas generally consistent with the eleven manpower regions identified by the Oklahoma Employment Security Commission. Existing state junior colleges, community junior colleges, and technical institutes in each of the regions would become parts of an administrative unit for regional post-high school education.** (See map, Appendix A)

In order to insure that the lower division post-high school education needs of each local area in the state are identified and provided for, Oklahoma should be divided into junior college-technical education service areas. After considering several possible methods of division, it is recommended that the state should be divided geographically into eleven districts consistent for the most part, with the eleven manpower regions which have been identified by the Oklahoma Employment Security Commission. The only variation is that it is suggested the southern half of Rogers County be added to the Tulsa Metropolitan District No. 2, inasmuch as it is closely related to the rapidly developing industrial complex near Catoosa. The major reasons for selection of the manpower regions as proposed districts for junior college-technical education is that they constitute workable units with a homogenous relationship; each has growth centers of trade and industrial development and information is available for each region relative to future population estimates and manpower needs. The latter information is particularly essential for junior college-technical education program planning and student counseling.

Educational needs in Oklahoma have increased dramatically in the last decade. This has been particularly true at the post-high school lower-division level. In 1959, approximately 33,000 freshmen and sophomores were enrolled in Oklahoma colleges. In 1969, the number had increased to 58,000 and by 1980, it is projected that 86,000 will be enrolled in the first two years of college study. Also, as new industries have moved into Oklahoma in recent years, communities located nearby have felt the need for increased educational services

of the type offered in a comprehensive community college. Multiple requests to the State Regents in the last two years for feasibility studies for establishing local community colleges, is an indication of their concern. As industrial development spreads across the state, local needs for junior college-technical education will increase accordingly as it has in other states.

Several of the proposed junior college-technical educational districts into which Oklahoma is divided have existing state junior colleges, technical institutes or local community colleges located within their boundaries (see Appendix B). Two do not at present have institutions of this type. Some existing institutions must become truly comprehensive community junior colleges in order to provide the educational services the district will demand. All existing two-year colleges and technical institutes would become a part of the junior college-technical education district in which they are located to assist in providing comprehensive post-high school, lower division education primarily for that district. At the same time, they would become part of a unified, state system of comprehensive community college education.

2. **It is recommended that the governing control for each of the junior college-technical education districts be structured in accordance with one of the following options:**

Option 1.
A single governing board composed of seven members who are residents of the district appointed by the Governor and confirmed by the State Senate serving seven year overlapping terms would be created to administer the junior college-technical education program of the district.

Option 2.
Create a governing board composed of seven members who are residents of the district appointed by the Governor and confirmed by the State Senate serving seven year overlapping terms which would have responsibility for administration of the junior college programs of the district. Also, create a similar type governing board which would have responsibility for administration of the vocation-technical education programs of the district. Then create a coordinating council composed of two members of each of the governing boards of the district, the chief administrative officers of educational units under the jurisdiction of the two boards, which would function in a coordinating and advisory capacity to the two boards relative to planning and development of all post-high school lower division education in the district.

The structure for the board created to exercise governing control of each junior college-technical education district is of real significance with respect to providing comprehensive junior college-technical education for the citizens of the district and Oklahoma. While the structure proposed by Option One is obviously the more direct administrative type, that outlined in Option Two would also alleviate the conditions which presently result in junior college-technical education being less effective in Oklahoma than it should be.

At present, there is no systematic plan for providing junior college-technical education where the need is on a state-wide or even a district-wide basis. Existing institutions, acting individually serve an area usually of their own choosing, which may not consider the needs of an adjacent area. Technical education programs in existing junior colleges are limited and often ineffective, partly because the funding agency has no responsibility or supervisory control over the educational programs of an institution and the agency which does, has limited discretion in technical education programs and funds. Such a condition is not conducive to the development of technical education programs that will produce technicians to meet manpower shortages.

Employable technicians, in most technologies, must have had instruction in college-level courses which are related to the technology. Not only is this true with respect to his initial training, but it is even more so if he is to be in position to continue his education in a more sophisticated technology. It is also true in the re-training which technicians must undergo as new technologies replace the old.

At present, two alternatives — neither of which is wholly satisfactory — present themselves to the high school graduate who wishes to prepare himself for one of the skilled or semi-technical occupations. He can attend a two-year institution within the formal higher education system and pursue a regular academic program along with his skills courses, in which case he probably will get less concentration in his occupational curriculum than he could attain in a less formal educational institution. On the other hand, the student can attend a vocational school which specializes in teaching the skills needed to succeed in his job when he finishes his training, but this latter route cuts him off from the educational mainstream in the event that he later decides to go back to college, since he will not get academic credit for his most recent educational experiences.

An individual caught within this void in the educational system faces a true dilemma. It is almost certain that he will need to seek further education in the years ahead, and he is thus inclined to keep the options open by casting his lot with the formal college or university program, even though such a course may not answer to his immediate needs for the development of job skills.

The administrative and governing structure, created by either Option One or Option Two would encourage the development of a comprehensive junior college-technical education program in each district and consequently all over Oklahoma.

3. **It is recommended that the financing for operation of the comprehensive junior college-technical education programs of the district be derived from three general sources; namely, an ad valorem tax levy assessed on a district-wide basis, state appropriated funds, and student fees and federal funds. The revenue from student fees and federal funds as they are made available would be applied toward meeting the operating budget needs, and the balance of the budget requirements would be divided approximately on a 50-50 basis between local tax funds and state appropriated funds. Students fees should remain at about their present level in order to insure the opportunity of post-high school education for all students.**

It is desirable that the plan for financing lower division post-high school academic and technical education make provision for a definable tax source which would enable the local district to contribute to its support. To do so insures that the educational program will remain responsive to the educational needs of the area. Also, there develops a concomitant concern on the part of citizens of the district for the effectiveness of the total area educational activity.

Too, a uniform state-wide method of financing district junior college-technical education would eliminate inequities which now exist. Some citizens have access to junior colleges which are fully state-supported. These are all located in the eastern half of Oklahoma. Some citizens have access to junior colleges which are supported partially by state funds and local funds, and others do not have access to either type.

In addition, the state will face higher costs in higher education in the decade 1970-1980. In the fall of 1969, approximately 103,000 students were enrolled in Oklahoma institutions of higher education. In ten years, that number is projected to be 160,000, an increase of 57,000. Of these, 20,000 are expected to be enrolled as upper division and graduate students. Per capita educational costs increase drastically at these educational levels.

Furthermore, there is a growing national interest in the utilization of education for careers as a vehicle by which unemployment and underemployment can be reduced. Several measures that propose aid to community colleges are now before the Congress. The National Administration is now developing the "Comprehensive Community College Career Education Act of 1970" in which it will propose that the community college become the capstone institution for a career policy for all Americans. It is probable that in the reasonably near future a federal program of financial

assistance for the further development of junior college-technical education will be forthcoming.

4. **At the state level, there is a need to establish an Occupational Education Program Planning Council made up of representatives from the Oklahoma State Regents for Higher Education and the State Board of Vocational and/or Technical Education (one board member and one staff member from each board). It should be the responsibility of this Council to review post-high school program planning in occupational education, to recommend approval of programs, and to provide funds to support approved programs. For implementing approved programs, funds should be transferred by contractual arrangement from the State Board for Vocational and/or Technical Education to the State Regents for Higher Education for allocation to the colleges.**

5. **It is recommended that Oklahoma recognize that the community junior colleges constitute a distinctive innovation in higher education and need to be supported with full understanding of that concept. The old concept of campus and institution identity is changing. The community junior college should be viewed as an education service agency and it should be recognized that its programs may be offered in a variety of locations and under a variety of conditions. The schedule of courses should be on a year-round basis with some programs starting on a regular academic term basis while others are organized in accord with the needs of the students and offered on a short-term schedule. The hours of operation, especially in the urban areas, may be on a twenty-four hour basis when needed to provide full opportunities to students. Certain centers or campuses of a regional community junior college program will be permanent and will require college owned buildings; others will represent short term needs and may be housed in temporary facilities. Renting space for short periods of time should be considered an essential procedure to assist in the growth and development of these colleges. Credits and grading systems used to record students progress and performance should be appropriate to the community colleges, not merely practices that are copied and carried over from other institutions.**

6. **It is recommended that the community junior colleges in every case be urged and assisted to develop a breadth of curriculum offerings that will, in fact, provide equitable opportunity for all persons who seek and can profit from post-high school study. In order to do this, the community junior colleges need to develop and provide not only courses in general education and liberal studies but also an extensive array of courses of technical, semi-professional, and vocational level related to business, industry, fine and performing arts, health services, and community and public service. Otherwise, some individuals with meritorious interests and talents will be left with these undeveloped or developed only to a fraction of their full potential.**

7. **It is recommended that the community junior college in every region develop a strong and complete program of student counseling and special services to support the college's breadth of curriculum and emphasis on good instruction. Community colleges are expected to serve all types of students who have progressed beyond high school attendance. To help such a heterogeneous student body to make sound personal choices of careers and patterns of study for further personal development, guidance and counseling must be the business of the entire institution. Everybody associated with the college should accept and be engaged in this activity — professional full-time counselors, classroom teachers, administrative and supporting staff, librarians — each staff member contributing to it as his special competence and specialized training permits. The standards of the State Regents should require that all community junior colleges give attention to these services. Also, the State Regents should develop and publish evaluative criteria against which the colleges can**

assess their performances. It is equally important that the State Regents provide adequate support for these services in their formula for the allocation of state funds.

Special Subjects of Study

The Study of Junior College Education in Oklahoma included certain special objectives to comply with requests of the Oklahoma Legislature expressed in House Concurrent Resolution No. 1003 and Senate Bill No. 104 relating to the feasibility of Altus Community College becoming a state junior college, and Senate Concurrent Resolution No. 36 regarding the feasibility of all community colleges in Oklahoma becoming state junior colleges. Another objective was to determine the feasibility of establishing community colleges at several locations in the state as proposed by citizens of several communities, pursuant to Senate Bill No. 2 of the 1967 Oklahoma Legislature. Also, a possible change in the functions of Oklahoma Military Academy was studied as requested by the Oklahoma Legislature and the Oklahoma State Regents for Higher Education.

Although individual reports, separate from this document, will be published on these subjects, a summary of the conclusions and recommendations on each are being made a part of this more comprehensive report.

1. **Altus Junior College.** — Senate Bill No. 104 of the 1969 Oklahoma Legislature requested that the State Regents make a study to determine the feasibility of converting the Altus Community College to a state junior college and if results of the study indicated the need and feasibility of a state junior college to serve southwest Oklahoma, the State Regents were directed to proceed with appropriate steps to accomplish the transition.

The survey was accomplished in connection with the Statewide Study of Junior College Education in Oklahoma and if the recommendations set out earlier in this chapter are implemented, Altus Community College, like all other community and junior colleges in Oklahoma will become integral parts of an eleven district, statewide junior college-technical education system.

Altus Junior College meets the criteria and standards which are expected of a viable junior college. This college serves students from a six county area in southwest Oklahoma and as such, is performing a function similar to that of other state junior colleges. There are no other colleges in the area. Since it meets standards and criteria of a viable institution and since it is already serving a state junior college function in its educational service to the citizens of the state, the consultants can arrive at no other logical conclusion than that Altus Junior College be considered as performing the function of a state junior college.

The consultants therefore recommend that the State Regents make appropriate arrangements for Altus Junior College to be operated as a state junior college as directed in Senate Bill No. 104.

2. **Other Community Junior Colleges.** — Senate Concurrent Resolution No. 36 of the 1969 Oklahoma Legislature requested that the State Regents make a study to determine the feasibility of converting all community and municipal junior colleges to state junior colleges. The survey was accomplished in connection with the State-Wide Study of Junior College Education in Oklahoma and if the recommendations set out earlier in this chapter are implemented, all community and municipal junior colleges in Oklahoma will become integral parts of an eleven district, statewide junior college-technical education system.

Since the other community junior colleges do not meet standards of education of the state junior colleges and since they are not performing similar functions to the state junior colleges, the consultants conclude that these institutions should not be converted to state junior colleges at this time.

3. **Oklahoma Military Academy.** — The general recommendations presented earlier in this chapter propose the creation of eleven junior college-technical education districts in Oklahoma with a governing board for each district. The Tulsa Metropolitan District includes the counties of Tulsa, Creek, Osage and the southern half of Rogers County. Oklahoma Military Academy is located within the district and the consultants recommend as follows regarding this institution.

a. Oklahoma Military Academy should become the northeast campus of the multi-campus Tulsa Metropolitan Junior College-Technical Education District.

b. The military program should be continued as a special career program among other educational programs.

c. The total educational program of the college should become that of a comprehensive community college.

d. The resources available to the Tulsa Metropolitan Junior College-Technical Education District Governing Board should be concentrated on the post-high school level and the present high school program should be phased out as early as possible.

e. The present Board of Regents for Oklahoma Military Academy should continue to serve during the period of transition as an advisory board to the Tulsa Metropolitan Junior College-Technical Education District Governing Board in accord with policies established by the Oklahoma State Regents for Higher Education.

4. **Ardmore.** — The survey revealed that the proposed community college at Ardmore does not meet the State Regents' standards and criteria for establishing a community junior college in that;

a. The proposed institution would, to some extent, duplicate the offerings of existing colleges; and

b. There is no assurance that local funds could be provided to support the educational and general operation of the institution either immediately or long range.

Therefore, it is recommended that the State Regents not authorize an election in the proposed district at this time to establish a community junior college under the provisions of Senate Bill No. 2, of the 1967 Oklahoma Legislature.

However, if the recommendations which were made earlier in this chapter are implemented, educational needs which may exist in Ardmore would be provided for by the South-Central District Junior College-Technical Education Board.

5. **Capitol Hill.** — The survey revealed that the proposed Capitol Hill Junior College met the State Regents' standards and criteria for the establishment of a community junior college under the provisions of Senate Bill No. 2, of the 1967 Oklahoma Legislature.

It is therefore recommended that the State Regents issue a proclamation calling for an election to be held to allow the legal voters residing within the proposed community college district, to vote on the question of whether a junior college shall be established and maintained in that community.

6. **Henryetta.** — The survey revealed that the proposed community junior college at Henryetta does not meet the State Regents' standards and criteria for establishing a community college in that:

a. The proposed institution would, to some extent, duplicate the offerings of existing colleges; and

b. Enrollment projections indicate the proposed college would not have a full-time-equivalent enrollment of 500 students by the second year of operation nor would it have 1,000 students by the fifth year; and

c. There is no assurance that local funds could be provided to support the educational and general operation of the institution either immediately or long range.

Therefore, it is recommended that the State Regents not call an election in the district to establish a community junior college under the provisions of Senate Bill No. 2, of the Thirty-First Oklahoma Legislature.

However, if the recommendations which were made earlier in this chapter are implemented, educational needs which may exist in Henryetta would be provided for by the Mid-Eastern District Junior College-Technical Education Board.

7. **Woodward.** — The survey revealed that the proposed community junior college at Woodward does not meet the State Regents' standards and criteria for establishing a community junior college in that:

a. Enrollment projections indicate the proposed college would not have a full-time-equivalent enrollment of 500 students by the second year of operation nor would it have 1,000 students by the fifth year; and

b. There is no assurance that local funds could be provided to support the educational and general operation of the institution either immediately or long range.

Therefore, it is recommended that the State Regents not call an election in the district to establish a community junior college under the provisions of Senate Bill No. 2, of the Thirty-First Oklahoma Legislature.

However, if the recommendations which were made earlier in this chapter are implemented, educational needs which may exist in Woodward would be provided for by the Northwest District Junior College-Technical Education Board.

IMPLEMENTATION OF RECOMMENDATIONS

Research and study regarding problems of higher education and recommended procedures for their solution are of value in bringing about needed changes only in the degree to which they are implemented. As a result of several formal expressions by the Oklahoma Legislature — coupled with the State Regents' recognition of the need for improvement in the quality of Oklahoma higher education — the State Regents have engaged in extensive research and planning over the past several months. In their studies, the State Regents have been guided by some of the most capable advisers and consultants in American higher education planning. It is therefore recommended that the State Regents accept this report and adopt its contents as guidelines for decision-making regarding the further improvement of Oklahoma higher education in the decade of the 1970's, with the following steps to be taken immediately for its implementation:

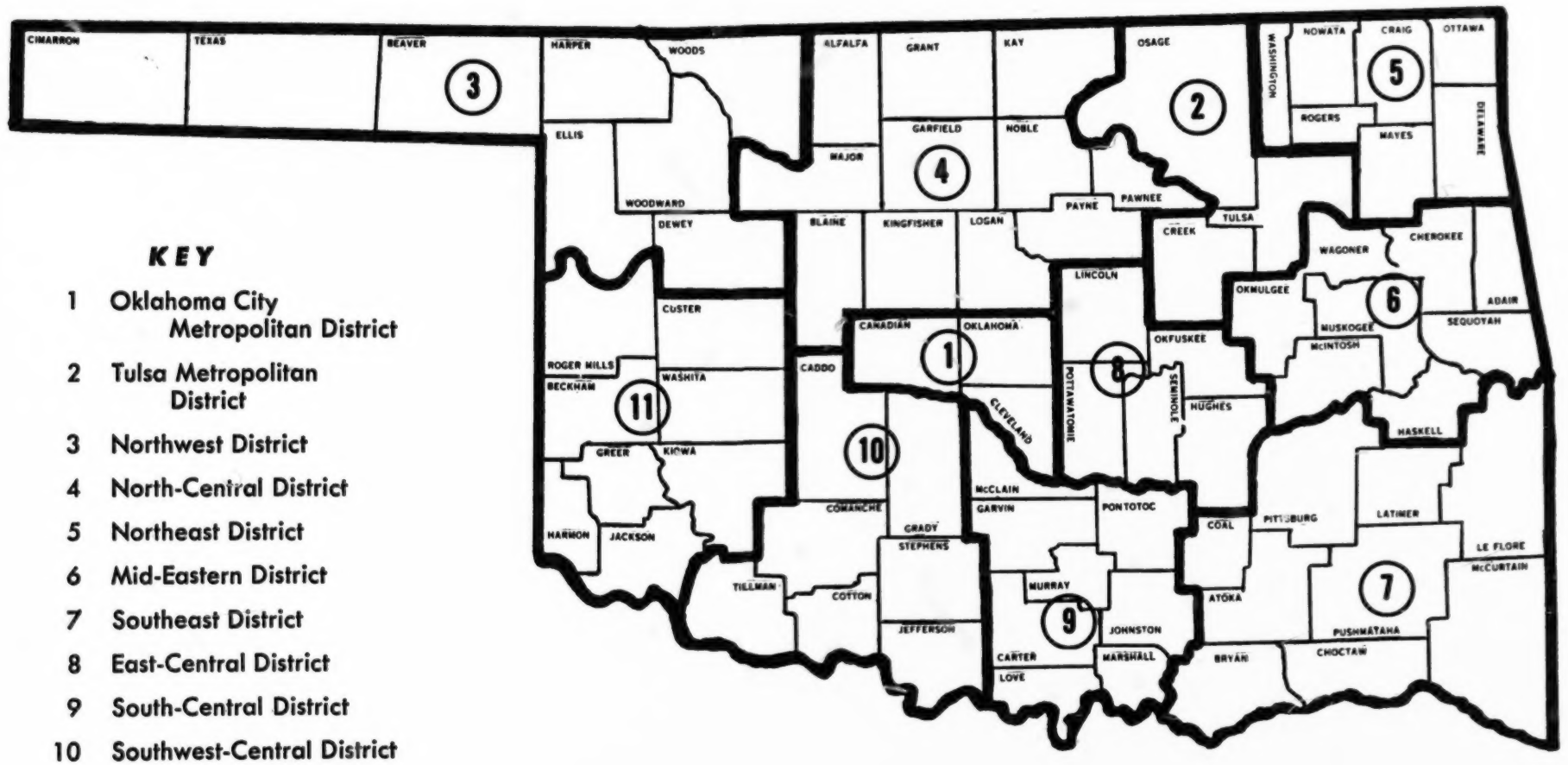
1. Publish the report in printed form and distribute it widely to members of the Oklahoma Legislature, the Governor, institutional administrators, members of the Oklahoma Commission on Education and all other individuals interested in and having a responsibility for planning, development and operation of higher education programs in Oklahoma.

2. Schedule and carry out information forums designed to provide the opportunity for fully communicating the contents of this report to groups and individuals, and for receiving the comments and suggestions of these groups and individuals for possible inclusion in a "master plan" for Oklahoma higher education.

3. Prepare and publish a state plan for higher education designed for the decade of the 1970's containing specific recommendations, policies and procedures, utilizing the results of this research and suggestions growing out of the public forums.

4. Guidelines, recommendations and policies contained in the state plan should then be implemented by the State Regents, institutions, governing boards, the Governor, the State Legislature, and the people.

OKLAHOMA JUNIOR COLLEGE-TECHNICAL EDUCATION DISTRICTS



KEY

1 Oklahoma City Metropolitan District
2 Tulsa Metropolitan District
3 Northwest District
4 North-Central District
5 Northeast District
6 Mid-Eastern District
7 Southeast District
8 East-Central District
9 South-Central District
10 Southwest-Central District
11 Southwest District

APPENDIX B

LOWER-DIVISION POST HIGH SCHOOL EDUCATIONAL INSTITUTIONS LOCATED IN EACH JUNIOR COLLEGE-TECHNICAL EDUCATION DISTRICT

1. Oklahoma City Metropolitan District
    1. Capitol Hill Junior College located in Oklahoma City
    2. El Reno Junior College located in El Reno
    3. Oklahoma City Technical Institute located in Oklahoma City
    4. Oscar Rose Junior College located in Midwest City

2. Tulsa Metropolitan District
    1. Tulsa Junior College located in Tulsa
    2. Oklahoma Military Academy located in Claremore

3. Northwest District
    (None)

4. North Central District
    1. Northern Oklahoma College located at Tonkawa

5. Northeast District
    1. Northeastern Oklahoma A & M College located at Miami

6. Mid-Eastern District
    1. Connors State College located at Warner
    2. OSU School of Technical Training located at Okmulgee

7. Southeast District
    1. Eastern Oklahoma State College located at Wilburton
    2. Poteau Community College located at Poteau

8. East-Central District
    1. Seminole Junior College located at Seminole

9. South-Central District
    1. Murray State College located at Tishomingo

10. Southwest Central District
    (None)

11. Southwest District
    1. Altus Junior College located at Altus
    2. Sayre Junior College located at Sayre